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## The Daily Egyptian, May 04, 1967

The Daily Egyptian Staff

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## New York Knicks Draft Frazier

SIU basketball star Walt Frazier was drafted Wednesday by the New York Knickerbockers on the first round of the annual National Basketball Association college draft.

Jimmy Wergeles, Knickerbocker public relations director, said Wednesday in a phone conversation with the Daily Egyptian that he assumes the Knicks have been in contact with Frazier.

Wergeles said, "A pro team usually doesn't take a chance on a college player who has eligibility left unless he has given some indication to them that he is interested in playing pro ball."

Frazier has one year of eligibility left at Southern, but could be drafted this year because his class graduates in June.

Should Frazier stay at Southern for the 1967-68 season he would go back into the draft pool next year and the Knicks would lose any rights to him.

Frazier was the fifth player to be drafted on the first round. Detroit led the session off by picking Jimmy Walker, the All-America guard from Providence. The Piston choice was tipped off Tuesday when they signed Walker to a \$250,000 contract.

Baltimore, which drafted second, chose Earl Monroe of Winston-Salem, who was the top college scorer in the country in 1967. The Chicago Bulls followed Baltimore and chose Western Kentucky's Clem Haskins. The Pistons used Los Angeles' fourth place draft, which they received when Rudy LaRusso didn't report to complete a trade, to choose Sonny Dove of St. John's.

# Coleman Report Blames SIU Faculty



## Student Unrest Now Blamed To Instructor-Student Relation

By Margaret Perez

The Coleman Report, finally released in its entirety after two years of planning and research, blames the faculty rather than the administration for much of the student unrest and dissatisfaction at SIU.

The once-controversial report is in the form of 27 specific recommendations covering 40 typewritten pages. The recommendations concern the role of the University in society and the role and participation of students in University affairs.

The first half of the report was released last fall and the second half was completed, but not released, at the end of winter quarter. The entire report is reprinted today in a special supplement to the Daily Egyptian.

The report, drafted by a special commission established by President Delyte W. Morris, puts strong emphasis on the failure of student-faculty relationships.

"We (the faculty) have failed underclassmen in a variety of ways," the report states. "Not many of us have established or maintained healthy, continuing contacts with freshmen and sophomores. "We have assumed, unwisely, that undergraduates would continue to be apathetic, docile, and uncritical."

The report blames the absence of an effective faculty on the fact that few faculty members have an opportunity to develop a sense of loyalty to the institution which pays them.

"Their emotional involvement extends to their research project and their 'team' of researchers, to their department chairman who secures them funds, salary increases, special appointments, and local publicity, or to some state or federal agency; not to their university," the report states.

The practice of rewarding successful teachers by assigning them only to upper-class and graduate sections, the commission report continued, has deprived the freshmen and sophomores of a group of effective teachers. Concern was expressed that the faculty is too involved with graduate studies, research projects and advancement, and teaching and interest in students seems to be secondary.

The commission recommended the devising of ways and means to bring about greater rapport between students and faculty.

Recommendations include a serious study of reduction of teaching load; encouragement of the teaching faculty to return to campus at least a week before resumption of classes in the fall to assist in orientation programs; the abolition of classes for one hour a week for the express purpose of creating a faculty-student visiting hour; and the consideration by the Faculty Council of ways and means of combating what appears to students as faculty withdrawal.

The commission also recommended an "immediate reversal of the practice of granting higher rank and salary increases regardless of effective teaching. We recommend that effective teachers be sought out and rewarded."

Other recommendations called for a dismissal of any rioting students, a committee for the study of student rights, student representation on all University councils, a strengthening of the judicial board system, a new system of advisement, a new plan for Convocations and a review of administrative attitudes.

The first recommendation in the second half of the report called for a study of the "free university" program.

The reported states that a few non-students, "those who inhabit campus communities because they wish to live in the collegiate atmosphere without collegiate responsibilities," have taken leading parts in the establishment of free universities across the nation.

The commission emphasized that it makes no recommendation.

(Continued on Page 10)

## In Search of Dollar

## Questionnaire Reveals Southern Freshmen Not Without Interest for Financial Pursuit

By Cynthia Kandelman  
(Second of Two Stories)

SIU freshmen questioned last fall in a study conducted by the American Council on Education, on norms for entering college freshmen, were more interested in financial pursuits than were the freshmen at other public universities across the country.

More SIU freshmen were interested in receiving degrees than freshmen from the other schools. Interested in receiving no degree were 4.4 per cent of SIU students and 3.9 per cent of the students from other schools. Seeking associate degrees were 7.6 per cent of SIU students as compared to 2.6 per cent of other students. SIU had 44.8 per cent freshmen pursuing bachelor's degrees and 31.0 per cent pursuing masters degrees.

This study revealed that 42.1 per cent of the freshmen from other schools wanted to obtain bachelors degrees and 31.2 per cent masters de-

grees. It is interesting to note that 65.5 of the freshmen at the other universities rated their academic ability above average while only 51.7 per cent of the SIU freshmen rated their academic ability above average.

A higher percentage of SIU freshmen who entered in the fall of 1966 found SIU's atmosphere more snobbish and social than the other freshmen found at their respective schools. Also, a higher percentage of SIU students rated their classes as usually informal and that the students were like numbers in a book - or more impersonal interaction was found at SIU than the students have found at other universities.

"In this study of norms for

## Record Set

## Weather Really Cool

A frosty 33 degrees Wednesday morning set a May 3 record in Carbondale.

The previous low for the date was 35 degrees, recorded in 1961. The reading Wednesday was at the Carbondale sewage disposal plant, and the records are from the records of the Climatology Laboratory.

Wednesday's reading was three degrees from the record low reading in Carbondale for the entire month, 30 degrees set on May 1, 1963.

The U.S. Weather Bureau at Cario recorded an overnight low of 44 degrees, three degrees above the May 3 record of 41 set there in 1921.

The record high for the date in Carbondale, according to the Climatology Laboratory records, is 89 degrees set in 1915 and tied in 1959.

(Continued on Page 7)

## Gus Bode

Gus says Carbondale's the only town he knows of where he can get a sunburn and frostbite in the same week.



**JAZZ CONCERT FRIDAY**—Tony Zamora, left, tenor saxophone player, and organist-vocalist Donald Smith will be featured in the second annual jazz concert sponsored by the Jazz Unlimited Society at SIU at 8 p.m. Friday in Shryock Auditorium. Others featured in the Zamora Jazz Quartet, are Smith, John Dutton on drums, and trumpeter Cecil Bridgewater. The Jus Jazztet, a group comprised of Jazz Unlimited members, will also perform. Both groups will present original compositions and contemporary jazz favorites.

### California Physicist - Editor to Lecture

S.P.R. Charter, California physicist and editor of the periodical, "Man-on-Earth," will deliver the second in a series of lectures on "Science, Man and the Future" today at SIU.

The series is sponsored by the Department of Design and the University Lectures and Entertainment Committee. Subsequent lecturers will be William Ewald, Washington

urban development consultant, and R. Buckminster Fuller, SIU research professor of design science.

Charter will speak at 8 p.m. in Davis Auditorium of the Wham Education Building. He is now a visiting professor at San Jose State College and has published a book of essays on the ecology of man, also titled "Man on Earth." He is concerned with the "morality of technology"—the fact that man has the tools for total design of his environment and must face the implications of individual living in a "man-machine world."

### At Health Service

The following admissions and dismissals of patients were reported for May 2 at the Health Service.

Admissions: Terry Rowell, Bailey Hall; Danielle DeWitt, 408 S. Poplar; Norm Khalaj, Route 2, Carbondale; and Carolyn Ann Craig, Steagall.

Discharged: Kevin Ross, Wall Street; Evelyn Morgan, 109 Small Group Housing; Terry Rowell, Bailey Hall; and Norm Khalaj, Route 2, Carbondale.

### Daily Egyptian

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## Foggy Days Ahead For Bugs, People

The bugs are starting to bite again, and many Carbondale residents are preparing not only for the dreadful nuisance of the mosquitoes, but also for the sometimes irritable mosquito abatement insecticides.

Several students and residents "react unfavorably" to the chemicals used for mosquito abatement and have asked that a spraying schedule be published.

J. L. Burnett of the Mosquito Abatement Committee, said that a definite spraying schedule is nearly impossible to establish.

"The weather conditions have to be just right before we spray," said Burnett. "We must have the right temperature, barometric pressure, and wind conditions before the fogging machines are used."

Burnett said it takes the two fogging machines "about five spraying days" to cover the entire city, including SIU and Southern Hills.

When both trucks are in operation they can cover about one quarter of the city in a night of spraying, Burnett noted.

The insecticides used for spraying consist "mostly of

vaporized diesel fuel and various other chemicals."

"There is very little of the lethal chemicals used in the spray," said Burnett.

The fogging, which usually begins about dusk on the "weather permitting" days, is done on the average of five nights per week.

"We do not spray on Sunday and there is usually one or two other days out of the week in which we cannot spray," Burnett said.

Burnett suggested that individuals affected by the insecticides call one of the two drivers for information on when and where they will be spraying each evening.

Driver Clark Vineyard may be contacted by calling 457-5766 and Wayne Wheelers may be reached by telephoning 457-6616.

### Engineering Here,

### Dean Emphasizes

SIU does offer engineering although as reported in a Wednesday feature article in the Daily Egyptian it does not have a formal school of engineering, Julian H. Lauchner, dean of the School of Technology, has pointed out.

Lauchner said engineering at SIU has heavy enrollment. The article in question had stated that the University lacks schools of engineering, medicine and law.

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BLAKE EDWARDS  
**"The Great Race"**  
TECHNICOLOR PANAVISION FROM WARNER BROS.

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DAYS OF SCREAMING WHEELS...  
NIGHTS OF RECKLESS PLEASURE  
Acoustic FUNKELLO "TABIAN"  
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Shown 2nd..... **"TRUNK TO CAIRO"**

Rt. 148 south of Herrin  
Gates open at 7:30 P.M.  
Show starts at dusk.

**MID-AMERICA THEATRES**  
BOTH OPEN 7:00  
START DUSK  
**Campus** **Riviera**  
ON THE BOWIE AT 145 HERRIN  
**NOW thru SAT.**  
BOTH DRIVE-INS  
ROBERT STAEK ELKE SOMMER NAY KWAN  
**THE CORRUPT ONES**  
PLUS NO. 2  
No one ever made the scene like **THE COOL ONES**

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**LATE SHOW**

FRI.-SAT. NITES ONLY  
BOXOFFICE OPENS 10:15  
SHOW STARTS 11:00 p.m.  
ALL SEATS \$1.00

**MONDO BIZARRO**  
BE SHOCKED BY THE BRUTALITY OF TODAY'S  
RED-ROD THEATRE!  
ABSOLUTELY  
ADULTS ONLY!

**Varsity**  
**CARBONDALE**

STARTS TODAY  
DOUBLE FEATURE  
Show Times 1:30-5:00-8:40

**SANDRA DEE**  
**GEORGE HAMILTON**  
are in the funniest  
who done it!

**Doctor, you've got to be kidding!**

**THE UNCONQUERABLE**  
**UNCLES**  
ARE AT IT AGAIN!  
**ONE SPY TOO MANY**  
ROBERT VAUGHN DAVID MCCALLUM

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STUDENT UNION PRICES  
Mon.-Fri. 1-6pm  
**KAROM**  
Illinois at Jackson

Activities

# Secondary Principals To Confer

The Extension Dept. will sponsor Spring Drive in Conference for the Illinois Association of Secondary School principals in the library lounge and auditorium at 9 a.m. today.

The Spring Festival convocation will be at 10 a.m. only in the Arena.

The Geography Dept. Seminar will meet in Lawson 251 at 2 p.m.

WRA Track and Field Club will meet at McAndrew Stadium at 3 p.m.

WRA Tennis will meet on the north courts at 4 p.m.

Intramural softball will be held on the practice fields at 4 p.m.

The Geography Dept. will hold a discussion in the Agriculture Building seminar room and kitchen at 3 p.m.

Latin American Institute of discussion group will meet in the library lounge and kitchen at 3 p.m.

The Block and Bridle Club will meet at 7:30 p.m. in the Agriculture Seminar room.

A synchronized swimming show will be performed by the Aquettes at 8 p.m. at the pool.

Iota Lambda Sigma will meet in the library auditorium and lounge at 6 p.m.

WRA Gymnastics club will hold a meeting in the Women's Gym, Room 207 at 7:30 p.m.

Angel Flight Rehearsal will be in Muckelroy Auditorium and the Arena at 5 p.m.

The Dept. of Music will sponsor a Faculty Recital in Muckelroy Auditorium at 8 p.m. The Altgeld Wind Quintet will perform.

Veterans Corporation will hold a meeting in Lawson 161 at 9 p.m.

The Design Dept. SPR Chapter lecture will be in Davis Auditorium at 7:30 p.m.

Campus Judicial Board will meet in Room E of the University Center at 8 p.m. SIU Sailing Club will hold a meeting in Home Economics Building Rooms 118, and 120 at 9 p.m.

Pi Sigma Epsilon will meet in the Home Economics lounge at 9 p.m.

Forestry Spring Camp will be held at the Little Grassy Camp I.



'LISTEN, BATES, IF YOU DON'T WANT TO THINK LIKE AN INDIVIDUALIST YOU CAN LEAVE THE ROOM!'

Fletcher, The Minnesota Daily

## Sex Questions Discussed on Radio

The questions parents have about the best ways to answer their children's questions about sex will be discussed on "Doctor, Tell Me" at 9:22 a.m. today on WSIU Radio.

Other programs:

3:10 p.m.  
Concert Hall: Bach's Suite No. 2 in B minor; Sibelius's Symphony No. 2, and Copland's "Rodeo."

6:30 p.m.  
News Report.

7p.m.  
Let's Talk Sports.

7:45 p.m.  
Italian Panorama.

8 p.m.  
Whither China?

8:30 p.m.  
Age of the Classics.

10:30 p.m.  
News Report.

11 p.m.  
Moonlight Serenade.

## On WSIU-TV

## Film Portrays Irish Crisis

"The Informer," a motion picture about a slow-witted traitor at the time of the Irish rebellion, will be shown on "Film Classics" at 10 p.m. today on WSIU-TV.

The film stars Victor McLaglen and Preston Foster.

9:30 p.m.  
Biography: Adolf Hitler, Part II.

Other programs:

9:05 a.m.  
Science Corner I.

Noon.  
News in Perspective.

7 p.m.  
Creative Person: Harry Golden.

9 p.m.  
Spectrum: "Games People Play"

## STUDENT RENTALS

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- Trailers

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PH. 457-5685

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THE LIQUIDATOR

PHOTOGRAPHY BY METROCOLOR

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PLUS

THE WORLD'S SECOND BEST SECRET AGENT AGAINST A DEVIL...CALLED "ANGEL"

WHERE THE BULLETS  
JOSEPH LEEWIS  
TOM ADAMS  
DAWN ADAMS  
IN COLOR

TODAY & FRI. AT 6:15 & 9:40-SAT. AT 4:05 & 7:35

HURRY ..... ENDS SATURDAY NITE!

FOX Eastgate

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LATE SHOW  
FRI. AND SAT. NITE

STARTS

11:30 P.M.

WARNING!

'THE COLLECTOR' IS A SHOCKER!!



It is the story of the abduction of an innocent young girl told boldly, frighteningly and most provocatively!

It is the picture that won for both its stars the "BEST PERFORMANCE" award at the Cannes film festival!



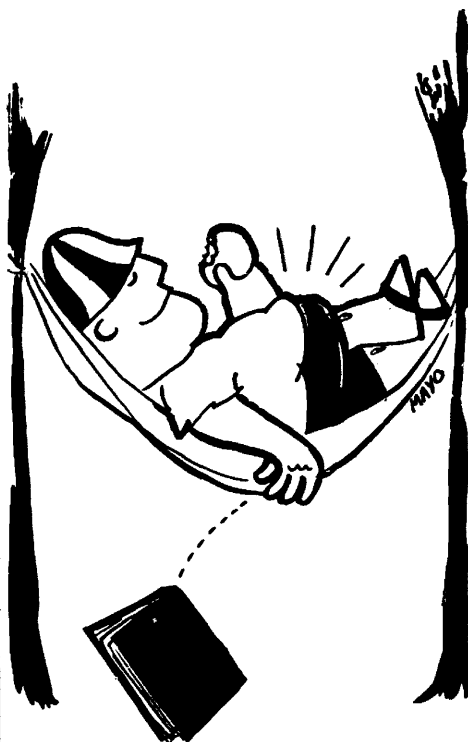
COLLEEN PATTERSON  
WILLIAM WYLER'S  
the collector  
TECHNICOLOR

starring  
TERENCE STAMP / SAMANTHA EGGAR

Show out at 1:30 A.M.

ALL SEATS  
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"FASCINATING STORY...I CAN'T WAIT TO SEE HOW IT COMES OUT!"



LePelley, Christian Science Monitor

## Daily Egyptian Editorial Page

# Coleman Report First Step In Solving Campus Unrest

The controversial Coleman Report, finally released for public consumption, is not as spectacular as some may have hoped it to be.

The widely publicized report, two long years in the making, is pleasant reading, but it won't win any prizes.

The recommendations presented by the commission seem to be an attempt simply to put into writing all of the current gripes of the student body.

Although these gripes are all too familiar to the students, at least there is some security in knowing that they are now in print for all to see—especially the faculty and the administration.

There is security in knowing that the report bears the name of E. Claude Coleman, a highly respected member of the

faculty. Students can be assured that it will not go unnoticed, although it is not expected that the entire report will create as much confusion as the first part of the report when it was prematurely released last fall.

It is hoped that the report, which suggests the establishing of additional commissions for study of specific areas of student unrest, will serve as a stepping stone for positive

action by other agencies.

Coleman and his commission have laid the groundwork, shaky as it may be. It may be years until any concrete decisions will be made concerning the recommendations, but at least the ball is rolling. Students must make sure that no one steals the ball now that it's on their side.

Margaret Perez

## Opposition to Arbitrary AAU May Stop Autocratic Powers

The autocratic Amateur Athletic Union (AAU) is at it again.

The newest mar to intercollegiate athletics came last week when the AAU suspended five Penn State gymnasts from competing in the Pan American Games trials. Why? Penn State did the unthinkable thing of competing with the University of Cologne (Germany) in a dual meet in January.

For once the colleges and universities in the U.S. got together to protest the AAU. Several colleges and universities, SIU being one of them, banded together and have boycotted the meet. The AAU was backed into a corner and was forced to ask the governing body of the world gymnastics to waive the suspension.

So the colleges and universities have won a battle against the AAU. But the war still rages and it will continue to wage until the colleges demand to rid the AAU of its aristocratic habits.

The AAU, if headed by men who cared more about athletics than making money, could be a worth-while association. At present, the AAU handles the selection of athletes to the United States Olympic team. The AAU also holds several top-notch track and field meets during the year plus several great AAU swimming events.

Policies of the AAU have caused a war with the NCAA (National Collegiate Athletic Association) and this war has evolved into a government commission to study the problem.

The collegiate boycott of

## Strength of Bubble Brings SIU Glory

Bucky's bubble has made the big time again.

The geodesic dome, designed by SIU's R. Buckminster Fuller, has received wide acclaim even in the first few days of the Montreal World Fair.

The giant replica of the Fuller creation now serves as the U.S. pavilion at the Fair.

The Associated Press hailed the \$9.3 million dome as one of the main attractions there.

A common sight on the SIU Campus, the domes serve the gamut from houses to picnic shelters.

SIU can proudly say it has watched the dome grow from a little bubble in a little pond to a big bubble in the world pond.

Gary M. Blackburn

Kevin Cole

—Chicago Tribune

# Letters to the Editor

## College Boors

To the editor:

One of the advantages of the multiversity is the exposure to the varied aspects of man. The mere presentation of different outlooks on life can be of the greatest value if only accepted in the light of human difference and not subjecting them to categories of good or bad, stupid or ignorant.

I should like to think that the students here at Southern, by living and studying with students from Iran, Formosa, Nigeria and Mexico may realize that the foreign students are not stupid or ignorant and have only come to America to be initiated into the proper and true way of living. Last Saturday night, however, I was rudely appalled. The Varsity late show provided for some students the opportunity to display what they no doubt thought to be keen insights into the human condition.

Monde Cane might inspire some to question their own values and outlooks if only the individual can believe that other men can find worth in something besides American apple pie and Ford motor cars. One chap sitting behind me in the theater really thought that since the Chinese and Indonesians prefer certain foods not of the American diet, the people ought to be regarded as mere ignorants. Curiously enough, this University educated man found a great deal of pleasure in watching the Portuguese being gored by bulls. No doubt he thought the bull had more sense than the people.

I found myself especially disturbed by his unjust, hypercritical and prejudiced condemnation of the New Guinea people. These beautifully innocent and yet complex human

beings the enlightened student passed off as "Untermenschen" and regarded as freaks.

Somehow I feel this student has missed the entire aim of education. He may indeed have passed through the system with "grades" and will soon go out and further the ideals of his alma mater, good old SIU, but it is too bad he has never learned to think for himself. Too bad for himself, but especially sorrowful for those who may believe what he spews forth with vindictive hatefulness and incorrigible ethnocentrism.

Joseph T. McDermott

## To the President:

To the editor:  
Mr. President:

My wife and I viewed with horror your bombing of Haiphong, the latest in a long series of mistakes in Vietnam.

Why aren't you stopping the war? A large measure of the blame seems to belong to the State Department, as in its ludicrous failure in late 1964 to inform you that Hanoi was willing to negotiate through U Thant. And no doubt the Pentagon is largely to blame: the large mouths and small brains of the Chiefs of Staff and company could be enough to work harm to a president's reason.

But the ultimate blame is yours, Mr. President. We voted against Goldwater in 1964 because he advocated military aggression and you did not. When the results came in, and you were elected president by the largest margin in U.S. history, the country (and the rest of the world, for that matter) rejoiced that the U.S. was, after all, sane. You described the election as being a mandate of the people, an affirmation of your program. And it was true.

But then programs change. You turned in the middle of the road to follow Goldwater's advice on Vietnam, and have by now effectively denied the principles upon which you were elected in 1964. The people did not elect you, Mr. President; in that year of hotly contested issues they

elected a viewpoint, which happened to be the one you were claiming to support. What has happened? You have pleased the Goldwater faction, but who else?

The truth seems to be that you have shown treasonable behavior; on the all-important Vietnam issue you have acted wholly against the course of action that the voters thought they were electing. Then when the sane, and even some of the insane realized that it was all a mistake, you kept on. In the words of Senator Young: "We have seen the powers of the President expand unchecked, the Congress ignored, the American people led to by their Government, and dissent condemned as treason." (Congressional Record, January 17, 1967). And we have seen a nation destroyed without cause.

You could prevent this. Protest against the war rages in the U.S. Our allies are dropping us, one by one. During Mr. Humphrey's catastrophe in Europe, everyone from demonstrating French students to members of Parliament shouting "Shame! Shame!" showed that the rest of the Western world is against your stand in Vietnam. Have you gone mad? (We ask this, literally.) Hanoi is willing to negotiate if we just halt bombing. You are the one person who is standing between the tragic mistake in Vietnam and an affirmation of reason, of justice, and of decency.

Mr. and Mrs. Ronald Conrad

## Easy Solution

To the editor:

Irving Dilliard has used statistics compiled by the U of I Health Science Department. Those figures showed that of the students who had an E grade average 59.1 pct. were smokers while among those with A averages only 16.7 pct. were smokers.

While talking about this startling fact with a smoking friend of mine, we discovered the solution not to be in the abolishment of cigarettes. Instead, why not ban E grades?

## Name Omitted

(Ed's Note: R.G. Schipf was the writer of a letter opposing gun laws which appeared in the Tuesday issue of the Daily Egyptian. His name was inadvertently omitted in printing.)



'HE HAS A NICE WAY OF PUTTING IT!'

Valtman, Hartford Times

## 'No Rafts Left for Our Huck Finns,' Youths Trade Security for Danger

By Jenkin Lloyd Jones  
(General Features Corp.)

MONTEREY, Cal. — I was sitting in the shadow of the lighthouse watching this character stroll across the dunes. He had a wispy red beard and he wore a sports shirt open to the belly, tattered slacks and sandals.

I had been reading in *The Chronicle* how the "hippies" had warned San Francisco that thousands of them will gather in that city this summer "out of a sense of hopelessness and despair."

A mile from Monterey's lighthouse is Cannery Row. John Steinbeck wrote a famous collection of stories about the bums who hung around those canneries during the hungry Thirties. At least they were all bums except "Doc" who collected sea life for biological laboratories.

The rest — Eddie, Hughie, Frankie — worked when driven to it, for the soup in the soup lines those years was mighty thin. But they suffered from no "hopelessness and despair." They even enjoyed their precarious lives.

A college professor recently told me this: "I think one thing that's bugging the kids is too much security and too little struggle and danger. There are no rafts left for our Huck Finns. The Indians are tame and practically all the woods are posted. A youngster grows up smothered by 'Mustn't's' from Mom and Teacher. The virile old world of boy-with-stick-following-man-with-club is gone."

My professor friend feels that the primitive desire for danger will not be suppressed, and will emerge in eccentric, spectacular or even anti-social ways.

"The young speeder is trying to claw his way out from under a blanket," he continued. "Much delinquency is a way of courting danger. I suspect that many who parade in sympathy for the Vietcong are finding fulfillment in the hazard of committing almost-but-not-quite treason."

As I watched the bearded young man wander glumly along the beautiful Pacific shore I thought of other young Americans on the other side of that ocean who are enjoying no security at all. Indeed, we have never before fought a war where the chances of unpleasant surprises were so plentiful. Yet I had never seen better morale than among the kids in Vietnam. They have responded magnificently to elemental struggle.

The beats who are scheduled to flock to San Francisco this summer to express their agony will be well taken care of. Already, a group of motherly preachers is working for their proper accommodation. It is not certain that this will be a kindness. Maybe the hippies would be happier if they were stoned.

What we have been described as the "affluent society." It might be better described as the "borrowing society," since, in spite of our vaunted wealth, we cannot bring ourselves to cough up enough taxes to pay for our "needs." *Après nous le déluge.*

But the object of the affluent society is supposed to be the elimination of want. It is hoped that our productive capacity will grow so great that we can afford to guarantee necessities to anyone, whether he is healthy or ailing, smart or stupid,

lucky or unlucky, industrious or just sacked out.

The word "needs" means physical needs only. Man needs a lot more, including identification with a noble aim bigger than himself.

The nations with the highest suicide rates in Europe — Denmark, Austria and Switzerland — are most prosperous and are highly organized toward social welfare. The nations with the lowest — Portugal and Ireland — are hardscrabble countries. Man thrives in struggle if it is sweetened by hope.

In time of war suicide rates diminish. World War II statistics are unreliable, since many a Gestapo murder was kissed off as a suicide, but between 1912 and 1916 the British rate dropped from 10 to 7.3 per 100,000, the German from 23 to 17, and the French from 23 to 15.

Old Tom Gilcrease, the part-Indian who spent his whole oil fortune on his great Americana collection, said, "A man should leave a track." Maybe that's what we want — to leave a track.

A man who is anything doesn't want to leave simply a pile of empty tin cans and endorsed welfare checks. He wants to identify himself with a triumphant struggle. Even Steinbeck's cannery bums took satisfaction in the feeling that they had a distinguished record of outwitting Society. If someone had handed them an easy living they might have shot themselves.

The young man in the wispy beard is going to be awfully cheated if he goes to San Francisco this summer and no cop bounces a nightstick on his noggin. It is hard to identify with no-struggle. It is a cruel world that looks straight through the sandaled attention-seeker as it hands him a sandwich.

That may be why, in an affluent society that is approaching total security, the sport of sky-diving is booming.

## Harrison Salisbury Should Have Won Prize, Pulitzer-Founded Paper Says

(St. Louis Post-Dispatch)

The Advisory Board on the Pulitzer Prizes, in our opinion, made a serious mistake in overturning the professional jury's recommendation that this year's prize for international reporting go to Harrison Salisbury of *The New York Times* for his dispatches from Hanoi.

By all odds, Mr. Salisbury's reporting represented the finest piece of work in his field during 1966. He did what innumerable correspondents had unsuccessfully tried to do in gaining admission to North Vietnam. He reported what he saw and what he learned with courage and objectivity even though he knew his reports might call into question his own government's credibility. He was subjected to unfair and petty attack from government and some journalistic quarters, but in the end his work spoke for itself. It was a distinguished example of independent reporting, by a cor-

## Democracy's Cradle Rocked by Massive Anti-Coca-Cola Plot

By Arthur Hoppe  
(San Francisco Chronicle)

Athens

To understand our heritage, as Miss Plimsoll used to say in the sixth grade, there's nothing like a trip to this cradle of Western civilization where democracy was conceived 2500 years ago.

And how's it doing? Well, the doctors are on strike, the dentists are on strike, the Post Office (a moderate force) is only on strike four hours a day, riots loom, elections may be called off, and a military coup is being whispered about.

As usual in Greece, there are many political explanations for all this. In fact, as usual, there is exactly one more political explanation than there are Greeks. But actually, there is only one explanation that makes sense:

The whole thing is a vast anti-Coca-Cola plot.

I have this on the sworn word of my good Greek friend, whom I shall call Mr. Zorba. Mr. Zorba is loaded with inside political information. (Any Greek who isn't so loaded is immediately exiled to Brooklyn).

"It all began," began Mr. Zorba happily, "several years ago when Fix beer, which had a monopoly on brewing, decided to go into the orangeade business, too. The orangeade producers complained. 'If you don't like it, go make beer,' said Fix, assuming nobody could finance a brewery."

"But an enterprising Greek got the Amatel brewery in Holland to build one here. It was a great success. And now only Monarchists drink Fix."

Monarchists?

"Yes, that's because two years ago, Prime Minister Papandreou tried to fire the Defense Minister. But Papandreou's Government fell because the King supported the Defense Minister, who (and here Mr. Zorba raised a triumphant finger) was married to the widow of the Fix brewery!"

No!

"Yes! And Fix also makes Tam-Tam. That's why Cyprus is such a continuing crisis. You see, Tam-Tam comes in a bottle just like a Coca-Cola bottle. In fact, Coca-Cola is suing. Now, they have Coca-Cola in Cyprus. But, so far, Fix has kept Coca-Cola and Cyprus out of Greece. However, if the elections are held next month, the Monarchists would lose."

Oh.

"So therefore," said Mr. Zorba, reaching his peroration, "the Fix-drinking Monarchists have fomented this current situation in order to scuttle the scheduled elections which, of course, would result in Greece becoming a Coca-Cola drinking nation."

I thanked Mr. Zorba for his lucid explanation of Greek politics and said I felt the need for a Fix. He said indignantly that anybody who'd drink Fix was a rotten Fascist and I haven't seen him since.

But I do feel after several days here that Miss Plimsoll was absolutely right: there's nothing like a trip to this cradle of our Western Civilization to restore your faith in the durability of democracy.

Or, to put it another way, if it can survive here, it can survive anywhere.

respondent of unassailable integrity, on matters of vital import to the American people.

This is how it was rated by four out of five working newspapermen who screened the entries as members of the professional jury. They were judging it, we believe, strictly on professional grounds and without regard to government attitudes either in Hanoi or Washington. That is how it should have been judged.

In overturning the recommendation, the majority of the Advisory Board raises a question whether the decision was affected by personal viewpoints toward the Vietnam war, or by the Johnson Administration's reaction to the Salisbury dispatches and its attempt to discredit them. In an award for journalistic excellence these considerations ought, of course, to play no part. Whether one approves or disapproves of American policy in Vietnam, Mr. Salisbury reported the truth as he found it, and his work was in the finest tradition of independent journalism.



VISITING JOURNALIST—Marcello Jorge Curachaga, left, Argentine news agency director, is taken on a tour of Daily Egyptian facilities by Jim A. Hart, center, of the SIU journalism staff. Operating the headliner is student Philip Hausman.

### Telepress Director

## American Journalism Finest, Argentine Newsman Declares

Journalism in the United States "is the best in the world," according to Marcello Jorge Curachaga, director of Telepress News Agency in Argentina.

Curachaga said European journalism is good but that it "lacks the universality" of U.S. journalism.

Curachaga made his comments during a two-day visit to SIU.

Curachaga said Telepress, the national news agency of Argentina, serves about 300 subscribers. He noted that the AP and UPI are major wire services in Argentina with about 600 subscribers.

Reuters and other news services are also important to Argentina journalism, he said, and "the Soviet news agency Tass used to be in Argentina but left because there is no future for the Communists in Argentina."

He said the newspaper system in Argentina is similar to that in the U.S. Argentine newspapers are confronted with the same problems as those in the U.S., especially in the economics of newspapers.

Also, a large number of newspapermen are leaving to join large companies as public relations men.

He also commented on the Inter-American Press Association, which he called a fine organization which is trying to protect the journalist.

Curachaga, president of Telepress, is also a journalism professor and president of the Press Club of Buenos Aires.

### Conservation Dept To Issue Permits

The Illinois Department of Conservation has announced that applications for gun permits will be accepted from deer hunters beginning June 26.

A check or money order for \$5 payable to the Department of Conservation must be submitted with the application. Applications should be mailed to: Deer Permit Office, Department of Conservation, State Office Building, Springfield, Ill., 62706.

## Walking Between Classes Has Many Obstacles

By Ken Fairman

The shortest distance between two points may be a straight line, but at SIU, walking it may prove difficult.

The Technology Building, located west of the Arena, provides a beautiful, but long walk to Wham Education Building. When a student has only ten minutes between classes, there is little time to observe this beauty.

It is 11:50 a.m. and the student leaves the Technology Building. Out the northwest door and quickly to Campus Drive. The influx of noon traffic is an obstacle, but soon overcome.

Past the temporary barracks and into Thompson Woods he briskly walks. These twisting paths slow down even the most agile. The newly

### Seven Faculty on Evaluation Team

Seven SIU faculty members served on the North Central Association Evaluation Team at Palestine Community Unit High School recently.

Serving on the team were Arthur Aikman, assistant professor, Department of Secondary Education; James Cummins, assistant professor, University School; Miss Virginia Huff, instructor, University School; and Robert Knewitz, instructor, University School.

Others were John D. Mees, director of Region 13 of the North Central Association; John Stotlar, assistant professor, University School and Larry Wimp, instructor, Department of Mathematics.

Painted boulder serves as a landmark.

A quick turn and the student is nearing the end of the woods. This beauty can not be observed for long, for time is nearly up.

Finally the sidewalk between Life Science and Morris Library is reached. The final twisting path linking the student with his class is now sighted.

The path curves up, then down. Carefully he tries to avoid the bicyclists.

With only minutes to go, the student hopes he is given the right-of-way at the former Grand Avenue intersection.

The area is crossed and the south door of Wham Education Building is reached. The time is now 11:59 a.m. and Wham's crowded stairway can only be avoided if he has classes on the ground floor.

One minute is left for the student to do with as he pleases.

I made it within the allotted 10 minutes, Puff, puff.

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**SOGGY SEARCH**—James Smithson, left, a graduate student in the Department of Zoology, pauses during his search for an instrument from the department which was lost in Campus Lake

during research operations this winter. Aiding Smithson is Wong Shung, also a graduate student. The lost instrument was a kemmer, used to collect water samples at various depths.

## Questionnaire Reveals Motives of Freshmen

(Continued from Page 1)

entering college freshmen, SIU is compared against universities that are more affluent, and more traditional," Robert McGrath, registrar at SIU, said. "We've moved so rapidly that our students reflect the school's immediate past rather than the present.

"There is a gradual awareness that academic standards are rising. This isn't quite the playboy college that we have the reputation for."

Students who answered the questionnaire at the other universities did so at the time of their orientation to school while SIU students answered the questions after a short period of attendance at SIU.

The freshman class of next fall will answer a similar questionnaire. This time it will be sent out in the sum-

mer and compared with the questionnaires answered last fall.

When asked about how this survey will affect SIU's administration, McGrath answered, "We have a document which is giving us sufficient food for thought. It tells us how our students differ from other students and what they think of us. It is up to us to improve and correct and where we have done a good job, we must keep up the good work."

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and have all kinds of ability.  
Now try convincing the  
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Think back learning's enough? You'll walk into a great summer job or rosy future as an "instant executive"?

Forget it. Oh, you'll get a job—personal men are everywhere, talking pretty good money. But a job that "turns you on"...that can lead to the top? Exciting? Challenging? Satisfying? Or will you get "hung up" like thousands of others?

To really "make it" today, you must impress people with yourself. Your ideas. Say what you think, clearly. Effectively. Adapt quickly to any situation. Admit you've lots to learn—then learn it.

This takes self-confidence. That's where we come in—the Dale Carnegie People. We do a lot more than "win friends and influence people". We can help you develop self-confidence. Show you how to capitalize on natural abilities—to get your ideas across—command attention and respect.

This training's not for "squares"—we probably wouldn't take them anyway. It's for people who won't be "categorized", stalemated. Shouldn't you find out about it?

"Sample" session will be held soon in St. Louis and mid-Illinois. Why not visit one of our guest and evaluate the course?

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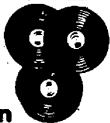
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## Johnson Says No Compulsary Rail Arbitration

WASHINGTON (AP)—President Johnson ruled out Wednesday compulsory arbitration to avert a nationwide rail strike but said he will ask Congress later this week—perhaps today—to provide machinery for further mediation.

In a far-ranging surprise news conference in his office, Johnson also said he has "no recommendations at this time" for increasing the number of American troops in Vietnam and expects no decision along that line in the next few days or weeks.

The chief executive, in response to questions, took a philosophical attitude generally toward those who dissent from his Vietnam policies. But, when asked for reaction to recent statements on the war by Dr. Martin Luther King Jr., he replied: "We regret when any person asks the young people of the country to refuse to serve the needs of the country."

Johnson, on other points, said he's still pushing for a six per cent surcharge on corporate and individual income taxes.

And he said that Republican efforts to amend the secondary school aid law would, in his view, mean meat ax revision that would be disastrous for young people.



**IKE SEES WESTMORELAND OFF AT AIRPORT**—Former President Dwight D. Eisenhower shakes hands with Gen. William G. Westmoreland at the Palm Springs Airport on Westmoreland's departure back to Vietnam. (AP Photo)

## Chicago Milk Drought Ends

CHICAGO (AP)—Chicago's milk drought ended early Wednesday when drivers and dairy operators settled a combination strike-lockout.

The agreement was reached at 2 a.m., after a six-hour meeting in the office of Mayor Richard J. Daley.

The major has summoned

dairy and union representatives to the meeting in an urgent effort to settle the dispute.


## Trade to Red Nations Gets First Approval

WASHINGTON (AP)—President Johnson's program to build trade bridges to European Communist nations won its first congressional test today when the House Banking Committee refused to bar U.S. financing of an automobile plant in the Soviet Union.

The committee voted 18 to 15 against an amendment by Rep. Paul A. Fino, R-N.Y., to a bill extending the life of the Export-Import Bank.

Fino's amendment would have forbidden the government bank to make any loan, guarantee or insurance agreement with a government that sends supplies to a country engaged in hostilities against the United States. The amendment thus would apply to the Soviet Union, which supplies North Vietnam.

The issue will be renewed when the bill reaches the House floor.



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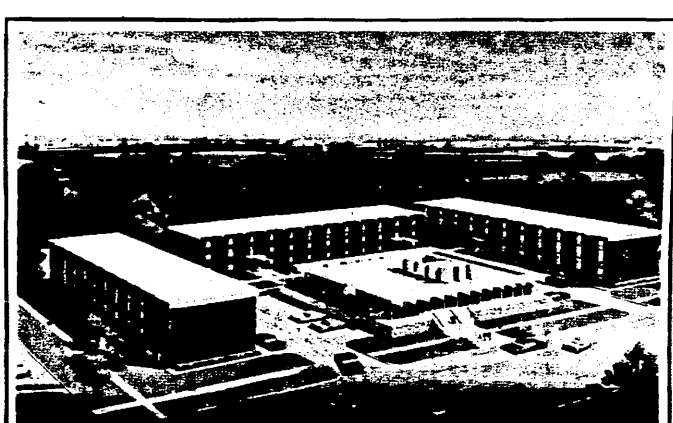
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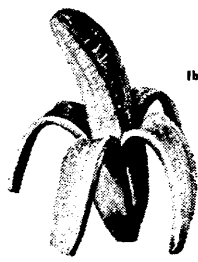
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**Bananas** 10¢



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# Relations, Housing Recommendations Released

(Continued from Page 1)

ommendations for administrative action either in support of or against the "free university" now operating on the Carbondale campus. The commission does recommend a study of the reasoning and the thought processes that led to its establishment.

Of special concern to most students is the final recommendation of the report that states, "We recommend that when the student becomes 21 years of age, he should be expected to choose his own housing and to make other adult decisions concerning his personal life."

The commission contended that this recommendation will provide some satisfactions to many students and at the same time relieve the administration of some measure of responsibility. But some rules and regulations become absolute necessities, the report added.

The report also expressed concern over the operation of student government. The commission based its concern on the reaction of students to a questionnaire survey. The report stated that 48 per cent of the students said that student government did not effectively reflect student desires, and 35 per cent said that they did not know.

The commission suggested that student government exits "not for the essential purpose of getting things done, but for educational purpose of providing a certain type of

political-minded student with synthetic experience."

The commission recommended that the president appoint a committee composed of students, faculty, and administrators and charge it with the undertaking of a thorough study of all facets of student government.

In a letter to President Morris that is printed with the commission report, commission members stated that

"while most of our recommendations appear at first glance to be innocuous, we believe the proper observance of them will work profound changes on both campuses."

The commission is now asking for comments, pro or con, on the recommendations in the report. It wishes comments to be directed to the Campus Senate, the Faculty Council and the Graduate Council.

Each council will review the comments and then submit recommendations to the University Council for study, and then recommendation of appropriate action will be submitted to the President and to the Board of Trustees.

President Morris has ex-

tended his appreciation to E. Claude Coleman, chairman of the commission, and the commission members for their two years of work on the report.

He said that the study is "complimentary in nature and of vital importance to our University development."




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## RESIDENCE HALLS

Editorial Page 1

## DAILY EGYPTIAN

SOUTHERN ILLINOIS UNIVERSITY

Volume 87      Carbondale, Ill.      Friday, June 13, 1966      Number 182

SP News Page 6, 7

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IGA **JELLY ROLL** — **49¢**

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SUNSET INN 303 Can  
**PEAS** — **17¢**



Cola, Orange, Grape, Black  
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**IGA SODA**  
**6 12-oz. Cans 49¢**

IGA Mustard or Turnip 303 Can  
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IGA 303 Can  
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IGA 303 Can  
**Hominy** — **10¢**

IGA  
**Chili Hot Beans**  
**Dark or Light Kidney Beans**  
**or Red Beans**  
**2 303 Cans 29¢**

IGA — Save 10¢ on 7-oz.  
**Cheese Curis** — **29¢**

IGA

**Potato Chips** — 9-oz. Twin - Save 10¢

**Pretzel Twists** — 10-oz.

**Pretzel Sticks** — 11-oz.

Your Choice — **39¢**

**Serve on Fresh-Roasted Ears of**

**Sweet Golden Corn**

**TABLERITE QUARTERS**

**IGA BUTTER**

**73¢**

**Lb.**



WHAT IS IT?—This isn't the latest in "op" or "pop art, but components of a carnival ride which will be one of the attractions of the Spring Festival midway. It will consist of 19 booths,

shows and displays. The photographer saw these figurines (big enough for a child to ride) on a truck.

#### AAUP Chapter to Meet

The SIU chapter of the American Association of University Professors will meet 6:45 p.m. Monday at the Pine Room of the LBJ Restaurant.

The dinner and meeting will be not so much as business as a chance to enjoy each other's company for the last meeting of the year, according to Robert B. Harrel, secretary.

**Ham & Beans  
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### TKE Announces Pledges, Initiates

Tau Kappa Epsilon social fraternity has initiated 18 members.

They are Rick Wood, Gilman; Tom Tuscher, Oak Park; Ken Fix, Wheaton; Dann Durr, Hardin; Dennis Alexander, Bloomington; Gerald Glese, West Chicago; Bill Ellsworth, Boston, Mass.; Dennis McMillan, Berwyn; Mike Freeman, Wheaton.

Mike Johnson, Wheaton; Bill Lapinskas, Chicago; Don Walgast, Naperville; Don Doroff, Morton Grove; Ralph Prevot, Marshall; Craig Whitlock, Kane; David McNeil, Carbondale; Joe Bunge, Chicago and Walter Welch, Melrose Park. Tau Kappa Epsilon also pledged 13 during winter quarter. They are Charles Bowser, Syosser, Long Island, N.Y.; Mitchel Cohen, Chicago;

Bill Elliot, Alton; Tom Gayne, Chicago; James Heyer, Oak Park; John Kommers, Bloomington.

James Lawler, Urbana; Robert Liss, Skokie; James McKay, Morton Grove; Marty Miller, Skokie; Ted Shobe, Alton; Gerald Sturm, Roberts and Richard Styies, Chicago.

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- 4** Question: How is it FURNISHED?  
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- 5** Question: HOW MANY people to a room?  
Answer: All apartments with two exceptions have TWO PERSONS PER BEDROOM. AND FOR SUMMER, EVEN FEWER.
- 6** Question: How LARGE are the apartments?  
Answer: Approximately 1200 SQUARE FEET which is the size of a small house. This is almost THREETIMES THE SPACE PER STUDENT required university regulation. We believe they are the MOST SPACIOUS in Carbondale.
- 7** Question: Is there a SWIMMING POOL?  
Answer: One is being constructed to be approximately 20 X 50 plus SUN DECK AREA and BATH HOUSE.
- 8** Question: Do you have any VACANCIES?  
Answer: We are now accepting applications for contracts from both men and women. For Summer and Fall. We have SPECIAL RATES FOR SUMMER.

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Check Other Living Centers And Compare Them To Us.

# Prusok Advocates More Active Role for Students

By Carl Courtmier  
(Third in a series)

Administrator Ralph E. Prusok believes students should assume a more active role in the university.

"Students should be more involved in legitimate concerns," Prusok, associate dean of student affairs, said.

Prusok was asked his opinion of recent warnings issued by Clark Kerr, former University of California President, in a Look magazine interview.

Kerr warned universities and colleges to act to solve their own internal problems before widespread campus unrest leads to the rise of militant national student unions.

Although not dismissing Kerr's headings, Prusok seemed doubtful of the certainty of the pronouncement.

He felt the lack of involvement by the majority of students in campus movements, protest or otherwise makes the possible rise of the unions unlikely.

If such organizations did appear, they would in all likelihood only represent minorities, Prusok ventured.

Prusok documented his stand with findings from a recent survey taken of the 30,000 students at the University of Wisconsin.

The survey conducted by the University's survey research lab, revealed that only six per cent of the student body was dissatisfied with the quality of the school's instruction, and that 86 per cent felt the administration could be trusted in dealings with and about student affairs.

Prusok held this to be a good indication of the lack of student unrest.

Prusok said that in the event students should unite to bring about a change in a university administration's policies, the administration could do nothing to reciprocate, if the change was a legitimate proposal. Prusok advocates this kind of movement.

"Too often, small groups manufacture issues," Prusok said.

He cited a current example on Southern's campus.

"There are a group of male students who are concerned about women's hours. We've heard hardly a thing from the women students. They're not saying very much at all"

DINNER — \$1<sup>10</sup>

BUCKET — \$3<sup>29</sup>

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### Art Auction Scheduled

An art auction originally scheduled at 4 p.m. Sunday, the last day of the Student Art Fair and Spring Festival, will be held instead at 2 p.m.

Col. Blacky Moro will be the auctioneer.

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AG Pineapple Juice 3 46 oz. cans 79¢

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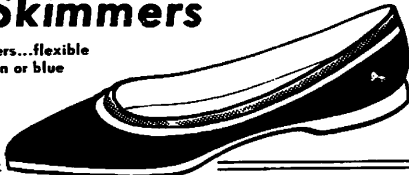
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Breezy, cool canvas uppers...flexible cushion soles...Black, tan or blue  
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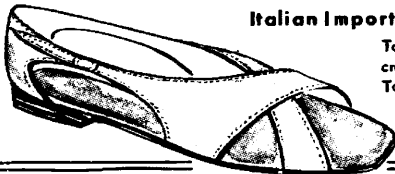
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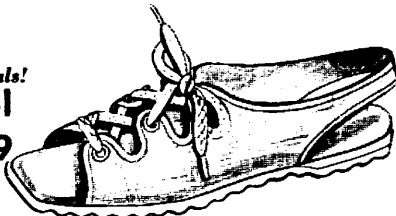
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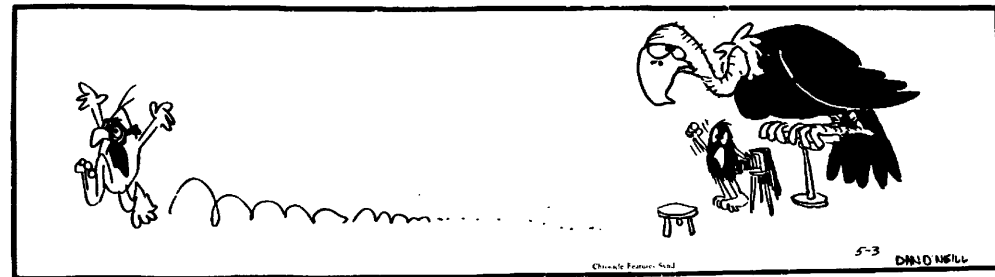

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**Crisp, White Hat**

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**\$3.57**



Odd Bodkins



Saluki Tennis Team Trounces Purdue, 7-2

SIU's tennis team defeated Purdue Tuesday, 7-2, bringing its record to 10-0 for the season. The Salukis will be in Madison, Wis., Saturday to take on the University of Wisconsin.

Jose Villarete, 8-2 on the season, was defeated by Phil Waid, 6-2 and 6-4. Mike Sprengelmeyer, 7-3 for the season defeated Don Stone, 6-0 and 6-1.

Johnnie Yang, 9-1 for the season, defeated Wayne Fischer 6-4 and 6-3. Jay Maggioro, 10-0, beat Dale Moline, 6-1 and 6-1. Jerry Graver, 5-1, defeated Larry Lucey, 6-0 and 6-1. Lother Hansen bested Ron Testa, 6-4 and 6-0.

The Saluki doubles team won two of the three doubles matches from the Boiler-makers.

Purdue's doubles team of Waid and Stone defeated Villarete and Sprengelmeyer by default. Yang and Maggioro teamed to defeat Fischer and Moline, 6-2 and 6-3. Garver and Hansen ended the meet by defeating Lucey and Testa, 6-1 and 6-3.

Hansen was making his first appearance for Coach Dick LeFevre's team.

The Badgers of Wisconsin should offer the Salukis some rugged competition. Southern has already bested two big ten opponents this season. Besides the victory over Purdue Tuesday, the Salukis own a victory over Illinois. The Salukis will play Indiana University on May 15 to complete its schedule against Big Ten foes.



121 N. Washington  
Carbondale

Since Herb Alpert will be here Sunday, we will be open for your convenience at  
**NOON TILL 8 P.M.**  
**Steakhouse**

Intramural Tourney Dates Announced

First round match results in the intramural horseshoe tourney must be turned in no later than Saturday, second round results no later than May 11 and third round matches no later than May 17.

First round match results in the tennis tournament must be in by May 12, second round results by May 18 and third round matches by May 24.

Handball results for the first round must be turned in by May 15, second round results by May 22 and third round results by May 29.

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Canon camera, 35 mm retails \$250. Sell \$150. Ph. 9-2734 evenings. 3108

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1966 Honda 50, only used 2 terms. Perfect cond. Low mileage. White, 1/3 off or best offer. Call 7-4877. 3112

1963 Corvair Monza, black, 4-speed, low mileage, call 9-2053 or 9-5894. 3113

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1961 TR3 Triumph, 3 tops, Must sell. \$300. Ph. 549-5068. 3116

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61 Pontiac, 389, 348 hp, 3-2's, 4 speed, pos., alum. wheels, many extras, Greg Smith, Rm 605 S.A.R.H. 993-2261. 3115

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'62 Ford Conv., 4 speed with stereo \$630. Call 9-2763. 3121

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11 Foot fiberglass sailboat, dacron sails, aluminum boom and mast, carry on car top. Phone 9-3441. All08

Two Dunlop Radline 14" tires, less than 1000 miles; Alum. fanned valve covers for 260-289; also set of big valves for 260-289; Holley and Ford 4 barrel carbs. Call 7-4477. 3137

Dunlop tires. 14 x 145 for MGB. 1500 miles. \$35 for a set. Ph. 457-6574 after 5 p.m. All06

Air conditioned 1960 Dodge Polara. (the big one) Good mileage. Pwr steer, brake good cond. Call 9-3581 nites. 3134

65 Allstate 250cc. 6000 miles. Call Ron, Rm 245. WY2-2551 or Ext 52. 5128

1959 Trailer, 10 x 50 air cond. TV washer, Furnished, Cedar Ln. Ct.32 3129

1966 blue X-6 with rack. Well cared for. \$633 or offer. Come and look at this one! 549-5723. 3130

66 Suzuki, X-6 Hustler. 2200 miles. \$575. Call 457-8279 after 5 PM.3133

1956 Chevy has completely rebuilt. 265 V-8, 3 sp. stk., new paint and tires. \$300. Call 549-2875 anytime. 3135

1962 Mobile home 55 x 10 air cond. \$2000. 9-3675 after 6 PM. 3136

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66 Triumph Bonne. Low miles. Ex. cond. Stock. Call after 9 pm, \$1400. 3-3566. 3140

1960 Detroiter 10 x 51, Good cond. and location. Carbondale 7-5154. 3141

Amiguo fine old American Chippendale piece. Ball-and-Claw desk. Marker's name and number. Call 9-4435 after 6. All099

We sell and buy used furniture. Ph. 549-1782. All09

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1963 New Moon mobile home, 10 x 35. Two bedroom, front dining, exc. cond. New air-conditioner & wash machine opt. See at 9 Frost St. 3093

Cartersville trailer spaces under shade, water, sewer, garbage pick-up. Furnished. \$22.50 per month. Ph. 985-4793. 3095

Girl. Apt. with 3 for the rest of the quarter. Very nice. 419 S. Washington 1st or 2nd floor. Phone 7-4884. 3099

Country House for rent-nine room modernized house, 22 miles north of campus, Rts. 13 & 127. Large yard and garden plot, double garage, summer kitchen; access to wooded area, and 2-acre fishing lake. \$75 per month. Write D. Grubb, 224 Carroll Ave., DeKalb, Ill. or call 756-6690. 3123

For summer & fall accommodations, call Village Rentals first. 7-4144. All092

Approved housing for women. Contracts now for summer term. Efficiency Apt. Air conditioning, modern kitchen, private bath, with tub. Wood paneling. Close to campus and town. \$125. per quarter. Ptolemy Towers, 504 S. Rawlings. Ph. 7-6471 for contract or Peggy Shande, 549-3278. All055

Now renting for summer qt. to male students. (upper-classmen preferred) cooking privileges & TV room incl. \$100 per qt. Ph. 457-4550 or 549-2030. All083

House trailer 12 x 55, air conditioned Giant City Blacktop Road. Phone 9-2384, after 5. All077

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Reduced rates for summer check on air-conditioned mobile homes. Check our prices before you sign any contract phone 9-3374. Chuck's Rentals. All080

Summer quarter approved housing for men and women. Room and board \$275. (including utilities) 100% air conditioned. Free bus service to class, bus goes to Grab Orchard-Giant City on weekends. Swimming pool. See ad, University City Residence Halls, 602 East College, Ph. 9-3396. All075

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Housetrailer, Desoto, 10 x 50, air-cond. Couple only. Ph. 867-2143. All089

Carbondale Mobile homes, new 2 bdrm. 10x50, Air Cond. Special summer rates. Call 457-4422. All093

Carbondale Dormitories, 510 & 512 S. Hays, Air cond, Summer Qtr. only \$85. Call 457-4422. All094

3 rooms for girls. Newly decorated & new management. Special rates for summer. Cooking privileges. 457-2840. All096

Apts. Carbondale, air cond. Newly constructed. 1 bdrm \$100 Mo. plus utilities, 2 mi. from campus. Starting summer term. Robinson Rentals Lake Heights addition. 549-2533. All100

Apartments for students, summer term. Accepted living centers for men and women. Ambassador, Lynda Vista, Monclair. \$130. to \$157.50 per person per term. Modern, air-conditioned. S.R. Schoen, 457-2036. All103

Air conditioned apt. for two male students. Also sleeping quarters. Summer rentals. Phone 457-6286. All110

Cartersville Apt. New Del-Mar. 4 large rooms fully carpeted. Air cond. Furnished \$130. unfurnished \$100. 985-4789 or 985-2058. All112

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Attention Summer students: Approved housing for men, air conditioning suite rooms, meal contracts, offered laundry facilities, lounge & television. Convenient location to town & campus. Study rooms, storage rooms. \$100 per quarter. 307 S. Ash St., Ph. 9-2217 for contract. All115

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Lost: Large tan-colored collie on west side of town. Has Hindsdale tags. Phone 9-1474. Reward offered. 3132

Woman's red purse. Lost. Reward. Call 549-2576. 3139

WANTED

# Salukis Post 26-6-1 Record Despite Hitting Deficiencies

By Bill Kindt

The Saluki baseball team will continue its three week road trip this weekend at Omaha, Neb. for a two game series with Creighton University Friday and Saturday and a single game with Offutt Air Force Base Sunday.

Southern, despite a lack of consistent hitting in recent weeks, has managed a won-lost record of 26-6-1 for a percentage of .818. After going through the first 25 games without a shutout,

Southern has been white-washed in three of the last seven games.

A return to the hitting form that has netted the Saluki offense a total of 194 runs this season may yet come. Two developments may bring this about.

The first is the return of senior outfielder Paul Pavesich. Pavesich was hitting the ball well and playing fine defensive baseball before a knee injury sidelined him after the Saluki-Ball State game early in April. Pavesich, who has a .308 batting average, played

last weekend against Western Kentucky and he appears fit for the rest of the season.

The second development is the resurgence of Dwight Clark's batting. Clark, who led the team with a .404 average April 7 but fell to .278, broke out of a slump against the Hilltoppers and raised his average to .292. The big first baseman had three hits in as many trips to the plate and drove in four runs in the first game of last Saturday's twin bill.

Barry O'Sullivan still leads the Salukis in virtually every

offensive department. He leads the team in batting average with a norm of .309, RBI's with 25, runs scored with 27, and is tied for the team lead in hits with 30, doubles (six) and home runs (five).

Pavesich, having appeared in only 15 games at this point in the season, leads the Salukis in stolen bases with five.

Southern's combined team average is .265 compared to the opponents' average of .209. SIU has outscored the opposition 194-88, outhit the opponents 256-189 and hit 25 home runs to the opponents' 11.

The pitching staff has held the opposition to 2.52 runs per game.

Don Kirkland has a record of 8-3 so far with a fine earned run average of 1.70. Howard Nickason is 6-1 on the season and has an even smaller ERA of 1.28. Skip Pitlock, who has been suffering from control problems, is 6-1 with an ERA of 3.24.

With Pavesich back in the lineup, Coach Joe Lutz did a little lineup shuffling against Western Kentucky and this will likely be the case this week-

end. He started O'Sullivan at third base in place of the weak hitting Dick Bauch and played an outfield of Pavesich in left, Nick Solis in center and Jim Dykes or Don Kirkland in right.

O'Sullivan, if he can play the position, would be an asset at third. He would replace Bauch, whose average has dipped to .203, and Dykes would be able to alternate with Kirkland in right. Dykes is hitting .325 at the present time, though he has only batted 40 times, and Kirkland is hitting .269 with some timely hits.

## SIU Coaches Named to Committee

SIU basketball Coach Jack Hartman and track Coach Lew Hartzog have been selected as members of the seven-man Scholar - Athlete advisory committee of the St. Louis Post-Dispatch.

As members of the committee the two coaches will help screen 110 St. Louis area high school scholar-athletes and choose seven for recognition from the American Academy of Achievement.

These seven will be honored at the Academy's annual ban-

quet of the Golden Plate in Dallas. The seven names will be announced May 26.

Other coaches selected to the committee include Joe Brehmer, basketball coach at St. Louis University, Dan Devine, University of Missouri football coach, Dave Puddington, Washington University of St. Louis football coach and Lamar Ottsen, former Olympic coach.

Gene Vance, athletic director at the University of Illi-

nois, was also named to the committee.

The committee will make the choice based upon the academic and athletic achievements of the 110 senior athletes. Other prominent sports figures and educators will join the seven-member coaches' board in an advisory capacity.

Announcement of these persons is expected to be made later in the week by the Post-Dispatch.

### Rehab Overtake VTI


### In Bowling League

Rehab regained its lead in the Faculty-Staff Bowling League by taking two out of three contests with second place VTI last week.


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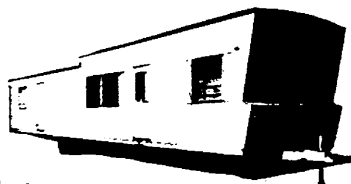
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***The Recommendations of the  
Commission to Study the Role  
Of the University in Society and  
The Role and Participation of  
Students in University Affairs.***

**by**

**Claude Coleman, Chairman**

**Irving W. Adams, Assistant Dean of Student Affairs**

**David Bertelsen, Graduate Student**

**James E. Bollinger**

**Martha Edmison**

**Robert Handy, Director of Auxiliary Enterprises**

**William Hardenbergh, Associate Professor**

**Cora "Corky" Hilliard**

**George R. Mace, Assistant Professor**

**William L. Patton, Jr.**

**William J. Richter, Jr.**

**Patrick Riddleberger, Professor**

Today the Daily Egyptian and the Alestle are printing in a supplement the full text of the report of the Commission to Study the Role of the University in Society and the Role and Participation of Students in University Affairs. It is being presented in this form so that as many of the students and staff as possible can receive copies.

It would be desirable to hear from a great many students and members of the faculty not only on specific items of disapproval but also on those items with which you are in

full agreement. In order to receive the fullest possible reactions to these recommendations, it is also suggested that the various councils may wish to hold open meetings to which students and members of the faculty are invited.

While the Commission has made an intense effort to sound out student, alumni, and faculty sentiment through a questionnaire, informal meetings, and open hearings, rapidly changing conditions make continuous communication with all members of the university community neces-

sary. Students on the Edwardsville Campus may send their reactions to Mr. William Clover, Vice-President of the Student Body, and students on the Carbondale Campus may similarly write to Miss Ann Bosworth at the Student Government office. Graduate students may address their comments to Dean William Simeone of the Graduate School. Members of the University faculty and other staff members may address comments to Mr. Robert Layer, Chairman of the Faculty Council.

**SUPPLEMENT TO:**

**The Daily Egyptian  
Southern Illinois University  
Carbondale, Illinois**

**The Alestle  
Southern Illinois University  
Edwardsville, Illinois**

**Thursday, May 4, 1967**

April 18, 1967

William L. Patton, Jr.

William J. Richter, Jr.

Patrick Riddleberger, Professor

President Delyte W. Morris  
Southern Illinois University

Dear President Morris:

The recommendations submitted herewith represent almost two years of study. Generally speaking, they ask for more personal attention to undergraduates, particularly sophomores and freshmen, and for more involvement between faculty members and students.

We should like to remind you also of a point which you are doubtless aware of, that great differences exist between the two campuses, and that the needs of the students at Edwardsville will change considerably with the building of dormitories.

While most of our recommendations appear at first glance to be innocuous, we believe the proper observance of them will work profound changes on both campuses.

In general, we approve of the expanding university services. The university must serve the public in many ways.

However, we feel that administrative concentration upon these problems of expansion has led sometimes to neglect of our primary obligation to serve undergraduates as well as we possibly can.

We have felt at times that even when wise and necessary decisions affecting student life have been made, they have not been managed well in their announcements. In fact, we doubt if decisions should ever be "announced." Usually, they should be made known through continuing consultation with the persons most affected.

In conclusion we should like to re-affirm our unanimous feeling that "much is right with the university."

All of us stand ready to assist in clarification or justification of these recommendations if any such defense or amplification should be needed.

The members of the Commission will be interested in your reactions to our recommendations, and, should further consultation be needed, we shall be pleased to have you communicate with us to discuss the means of implementing these recommendations.

Sincerely,

The Commission to study the role of the university in society and to study the role and participation of students in university affairs.

Claude Coleman, Chairman

Irving W. Adams  
Assistant Dean of Student Affairs

David Bertelsen, Graduate Student

James E. Boilingier

Martha Edmison

Robert Handy  
Director of Auxiliary EnterprisesWilliam Hardenbergh  
Associate Professor

Cora "Corky" Hilliard

George R. Mace  
Assistant Professor

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RECOMMENDATIONS FROM THE COMMISSION  
TO STUDY THE ROLE AND  
PARTICIPATION OF STUDENTS  
IN UNIVERSITY AFFAIRS

## 1 Dismissal of Rioting Students Recommended

Whether or not one believes that some sort of law of justice prevails in the affairs of men, that for every mistake men make some penalty will be invoked, that for every instance of tyranny, greed, cruelty, and discrimination, time will exact payment in tears, pain, and misery—whether one believes in this sort of rough approximation of justice or not, it does appear certain that for our failures in bringing up our children, we suffer for longer than a generation.

The tantrum theory must not be employed to account for all students now attending colleges and universities but it appears to explain from five to ten percent. In far too many American homes, the parents, remembering their own privations and sufferings during the thirties, have brought up their children in an atmosphere of affluence. The child discovered, even in pre-school days, that he could get about everything he wanted simply by asking for it. He also learned that if he did not get what he wanted immediately by simple request, he could throw a tantrum and get it. By lying on the floor and kicking up his heels and screaming, he could pressure his weak parents into giving him just about any dangerous, useless, gaudy toy his little heart desired. Later, he prolonged his tantrum into fits of pouting and sulking and so obtained chemistry sets, bicycles, candies and cokes, and other goodies long before he needed them or could profit by them. He was having dates and going to adults-only movies at ten or eleven. He was taking long trips by plane and train and bus and boat before he knew the multiplication table. What nonsense! He still does not know the multiplication table nor ever will.

This spoiled brat goes to college and continues to throw his tantrums. He expects everything—grades, parties, lectures, entertainment, luxurious housing and food, cars, motorcycles, and a great many other items that simply do not occur to old folks. His highest term of approval consists of saying "It's all right," and no one is going to hear that sort of language often because hardly anything is all right. When he gets all these privileges and rewards, he receives them as a matter of course. When he does not get them, he yells about his rights and promotes protest movements and demonstrations. He rejects the philosophy of *in loco parentis* without bothering to understand the term (see NSA Codification of Policy 1965-1966, pp. 45-46). He preaches the Gospels that the Creator endowed him with certain inalienable rights, and that God is dead.

It seems certain that the colleges and universities will have a percentage of these spoiled brats to put up with for a couple of decades. At the same time that there is universal clamor for higher education, these unhealthy problem children inflict their presence upon us. There are problems enough without them. The great expense of construction, the accelerating demands for teacher services in all sorts of new areas, the demands for research facilities, and the increasing pressures from legitimate student groups for greater realism in teaching and greater recognition of student needs in

speech, publications, and government plus a number of other new responsibilities give administrators almost impossibly heavy loads without the additional headaches of undisciplined hordes of hoodlums.

WE OF THE COMMISSION FEEL OBLIGED TO RECOMMEND PERMANENT AND IMMEDIATE EX-PULSION OF THOSE STUDENTS WHO ENGAGE IN RIOTOUS AND UNAUTHORIZED DEMONSTRATIONS AND PERSISTENTLY REFUSE TO OBEY THE REQUESTS AND ORDERS OF SECURITY OFFICERS.

We recognize the fact that blame for the development of this aggressive, hostile young man or young woman rests upon the shoulders of his elders. We express the hope that parents will learn their lessons in child rearing and instill a sense of responsibility and a consideration of the needs and rights of others in their children; but we do not believe the philosophy of *in loco parentis* can be extended so far as to make the universities responsible for unruly, undisciplined, and irresponsible children. Proper regard for the welfare of others on the campus obliges us to rid ourselves of these irresponsible as quickly as we identify them.

## 2A A Study of Rights Recommended

Inherent in the nature of the University is the concept of Academic Freedom. It is the freedom of the members of the academic community to seek, discover, publish, and teach the truth as they see it. Academic Freedom ought not to be thought of as a privilege, not as a concession that any authority inside or outside the institution may properly grant or deny, qualify, or regulate according to its interests or its discretion.

This commission firmly believes in the principle of Academic Freedom as a prerequisite for the preservation of the university. Furthermore, it believes that it should be the right and responsibility of the student to participate fully in independent inquiry and criticism. It should be his right to question, criticize, and dissent from ideas with which he comes in contact, and to hold and advocate his personal beliefs, free from all pressures which tend to restrict the student in his pursuit of knowledge.

However, much twisted thinking has found some sort of expression on university campuses in the last half dozen years, perhaps none other so badly twisted as that about rights. In a country such as ours where our society tends to give a good deal of personal freedom to the individual as long as he does not trample upon the rights of others, a certain amount of talk about one's rights may be in order; but when one studies the culture and custom of the American college campus and observes what great areas of individual freedom are available to all the people—administrators, faculty members and civil service employees as well as students, one naturally looks for some explanation of the hullabaloo about rights. It may be taken for granted that the student has the same civil rights that he had before he matriculated, but in certain areas, in order to operate at all, the university has to impose restrictions. For example, at Southern Illinois University's Carbondale Campus, students are forbidden to have cars except

when they can demonstrate need. No one questions the intrinsic right of a student to have a car. He is forbidden by University regulation to operate the car on and around the campus. Without this restriction, complete traffic chaos would prevail. No abstract principle is involved. The traffic situation in Carbondale and around the campus is barely endurable now.

When a student is admitted to Southern Illinois University, he agrees to live under the prevailing rules and regulations; and perhaps most important of all he makes an unspoken and unwritten commitment to live within the culture, habits, and traditions—or, as the anthropologists would perhaps prefer, the custom of the University community. It appears to us that the University should make extraordinary efforts to have this relationship explained to all new students, but the obligation is implicit in the situation.

The Commission urges, however, that the administrators and the faculty make far greater effort to clarify the student's situation. WE RECOMMEND THE PATIENT AND REPEATED EFFORTS OF EVERYONE IN AUTHORITY TO MAKE CLEAR TO THE STUDENTS WHAT RIGHTS THEY HAVE AS CITIZENS OF THE UNIVERSITY COMMUNITY.

## 2B A Committee

### for the Study of Rights Recommended

THE COMMISSION RECOMMENDS FURTHER THAT A STUDY SHOULD BE MADE OF RIGHTS BY A FACULTY AND ADMINISTRATIVE GROUP WITH BACKGROUNDS IN PHILOSOPHY, GOVERNMENT, HISTORY, ANTHROPOLOGY, SOCIOLOGY, AND LAW. The members of the Commission believe that within this general study of rights there should be an effort to clarify the rights of the various elements within this University.

## 2C Publicity of Committee's Discoveries Recommended

WE RECOMMEND ALSO THAT THEIR CONCLUSIONS BE WIDELY PUBLICIZED.

## 3A Change in Statutes Recommended

Free inquiry and expression are essential attributes of a University community. They are basic rights which should be fully guaranteed by the Board of Trustees and jealousy guarded by all members of the academic community. As members of this community, students should exercise and guard their freedom with maturity and responsibility by participating in University affairs which affect their life and development. The University in turn should welcome, encourage, and seek this participation.

Answers to Questions 40, 41, 42, 44, and 100 in the questionnaire show that the students believe strongly that they should have more influence in determining University policies and the regulations which

govern students. Question 53 showed over seventy per cent in favor of student representation on all University advisory groups including the University Council. Many faculty and administrators who spoke to the Commission favored greater student participation in policy-making.

THE COMMISSION RECOMMENDS THAT A CHANGE IN THE STATUTES BE SOUGHT TO PROVIDE FOR STUDENT REPRESENTATION ON THE UNIVERSITY COUNCIL. THE REPRESENTATIVES TO BE FULL VOTING MEMBERS AND TO BE CHOSEN BY THE STUDENT COUNCIL. This change would place the student and faculty councils in the same relationship to the University Council.

The Commission has heard many proposals and suggestions for improving representation of students on University committees and councils in order to improve communication and participation of students in University affairs. Answers to nearly a dozen questions concerned with student rights and responsibilities indicated a strong desire on the part of students for taking a more active role in the affairs of the University and community. We believe that students should be involved in the policy decisions regarding educational matters, living conditions, and in the rules and regulations governing the University.

## 3B Student Representation Recommended

THE COMMISSION RECOMMENDS THAT STUDENTS SHOULD BE REPRESENTED ON ALL OFFICIAL BODIES DEALING WITH SUCH DECISIONS. As the role of student representation must necessarily vary from one committee, council, or commission to another, we encourage each official body along with student government and the Office of Student Affairs to determine the appropriate level of student involvement.

## 4 A Recommendation that Precipitate Action be Avoided

There has been a continuing history at S.I.U. of conflict, misunderstanding and apparent lack of communication between students and administrators. Students feel strongly that decisions which affect their welfare have been made not only without their being adequately consulted but in some cases without their being informed of the reasons for the decisions. Recently an excellent illustration was provided by the handling of the problem of motorcycles on the Carbondale Campus.

The members of the Commission recognize the right and responsibility of the administration to take prompt action in all situations in which the welfare of the University requires quick and firm decisions. However, we doubt that the motorcycle and motor scooter situation on either campus has any of the characteristics of such urgency. It seems to us that a number of realistic, perhaps at times, disconcerting facts need careful, thorough, even leisurely consideration. Especially is this true in matters arousing strong, frequently emotional, reactions among substantial numbers of students; and the motor-

cycle control issue clearly is such a matter. A consideration of some of the factors apparently contributing to the highly charged atmosphere enveloping this issue is in order.

1. The people of the United States do not do much walking. Most children have been taken to the public schools either by car or by bus. While we are willing to walk as a part of our recreation or use of leisure time, on golf courses for example, the average person rides to school or to work. To the students it seems unrealistic to build a wide, sprawling campus with classroom buildings, offices, dormitories, and apartment units located "miles" apart and to expect the children of red-blooded 100% Americans cheerfully and eagerly to give up their life-long habits of the use of vehicles and to walk several miles a day. American ingenuity simply exercises itself in a strongly traditional manner when it seeks to find some means of fast, efficient transportation around a far-flung campus.

2. In accepting the risk to life and limb in the use of Hondas and similar vehicles, University students seem to be following again a pattern set by their elders. Practically everyone knows that American automobiles kill a hundred and thirty persons every day. According to some of the items in the daily press it might appear that getting in a car and driving to the office or to a shopping center or to a committee meeting is far more hazardous than a day's journey on foot through hostile Indian territory in 1766 A.D. Yet all of us accept the risk, such as it may be, without thinking much about it. And we hear with apparent unconcern and almost complete casualness the daily reports of messy accidents and fatalities. Student utterances support the conclusion that many of them believe it is unrealistic for us to be terribly concerned over the occasional student fatality on a Honda. Students are not more callous and unconcerned than their elders. When an administration feels that it must entirely control motorcycle traffic, the student has a logical and, to him, unanswerable retort: "Why do you not clean up your own messes before you get so wrought up over ours."

Doubtless there are strong, perhaps incontrovertible, reasons for applying the same controls to the use of motorcycles in the Carbondale Campus community as have been applied for some years to the use of automobiles. Indeed, we daresay that lengthy consideration and much study have been devoted to the matter. However, unless it is made clear, by adequate communication, that a proposed action on a subject of such explosive potential has been sufficiently studied, that the student's side of the matter has been thoroughly considered, and that the action is neither arbitrary nor sudden, adverse student attitudes are certain to be encountered.

An additional example, probably involving a lower tension level than the foregoing, may be found in changes made from time to time, increasingly restricting student freedom to occupy certain categories of housing. Here, too, much thought and study have presumably been devoted to contemplated actions prior to execution, and here, too, adverse student reaction can be kept at a minimum only if adequate

information and early notice be given to the students concerned. This has been done in some instances, but students feel that such is not always the case. Of particular concern in this connection are private housing contracts made prior to notice of a change in the rules but covering periods extending beyond effective date of change.

THEREFORE, THE COMMISSION RECOMMENDS THAT INMATTERS INVOLVING STRONG STUDENT FEELINGS, STUDENT COMMITMENTS, AND SIGNIFICANT CHANGES IN STUDENT HABITS AND EXPECTATIONS, PRECIPITATE ACTION BE AVOIDED AND THAT A SPECIAL EFFORT BE MADE TO INFORM STUDENTS OF THE FACTORS INVOLVED AND THE BASIS FOR THE PROPOSED ACTION. If such matters be given essential airing in timely fashion, the ideas represented may be assimilated prior to effective date, and undesirable friction and dissatisfaction be reduced to a minimum.

## 5 Study of Greek Letter

### Organizations Recommended

Concern about the administrative attitude toward fraternities and sororities at S.I.U. entered into the discussion of the Commission on a number of occasions. Students appeared to believe that the development of the Greek system has been hampered.

Previously in this report we have referred to students' feelings of lost identity in today's multiversity. Sororities and fraternities can do much to combat this feeling by giving a member a "home" on the campus. Through his organization, a student is encouraged to develop his personal talents and to participate in campus activities and issues. The Commission believes that the status of these organizations deserves study.

On the questionnaire (#45 and #46) students on both campuses expressed favorable opinion regarding the establishment of fraternities and sororities and the contribution made by fraternities and sororities to the university community. We support the efforts of the Commission now studying the fraternities and sororities on the Carbondale Campus AND RECOMMEND THAT THE STUDY BE EXTENDED TO THE EDWARDSVILLE CAMPUS. WE FURTHER RECOMMEND THAT THE RESULTS OF THESE STUDIES BE COMPLETED AS SOON AS POSSIBLE AND THAT DECISIONS REGARDING THE POSITION OF FRATERNITIES AND SORORITIES BE FULLY EXPLAINED TO THE UNIVERSITY COMMUNITY.

## 6 Strengthening of

### Judicial Board

### System Recommended

In addition to the other facets of its study the Commission investigated the area of student discipline. The response to the questionnaire shows that seventy-six per cent of the students feel that student representatives should have a voice in discipline (question #43).

THEREFORE, THE COMMISSION

RECOMMENDS THAT THE UNIVERSITY'S STUDENT JUDICIAL BOARD SYSTEM BE CONTINUED AND POSSIBLY BE STRENGTHENED. IT IS NOT INCONCEIVABLE THAT A SYSTEM MIGHT BE DEVELOPED WHEREIN NO DISCIPLINARY ACTION WOULD BE TAKEN AGAINST A STUDENT UNTIL HE HAD FIRST HAD A HEARING BEFORE A STUDENT JUDICIAL BOARD. This recommendation should not preclude the right of the student to have his case decided without benefit of a hearing before a student board if he so desired.

Although this recommendation may not at present apply to the Edwardsville Campus, it is envisioned that it will be applicable to the Edwardsville Campus when University housing is constructed there.

## 7 Greater Rapport Between Students, Faculty, and Administrators Recommended

According to the results of the student questionnaire recently administered (April, 1966), most students feel that there should be more informal contact between students and faculty (see question #23). Within the last decade large numbers of faculty have almost if not entirely deserted the classroom. Every large university has endless problems of plugging up the gaps for those members of the faculty who are off to Upper Volta, Ethiopia, Guiana, Puerto Rico, or New South Wales as consultants and advisors. Another large percentage is siphoned off to national and state enterprises. Area services take another large bite out of available teaching faculty. The pernicious practice of rewarding successful teachers by assigning them only to upperclass and graduate sections has deprived the freshmen and sophomores of another group of effective teachers. Research enterprises on university campuses receive one and three-tenths billion dollars annually from the Federal Government with the consequent isolation of another large group of faculty. Small wonder that one professor from the university of Chicago is "said to have observed that the sight of an undergraduate made him ill" (see The Non-Teachers by Robert Bendiner in Holiday Magazine).

The feeling of lostness and alienation among large numbers of our underclassmen naturally follows this dispersal of faculty. Few faculty members have an opportunity to develop a sense of loyalty to the institution which pays them. Their emotional involvement extends to their research project and to their "team" of researchers, to their department chairman who secures them funds, salary increases, special appointments, and local publicity, or to some state or federal agency: NOT TO THEIR UNIVERSITY. When some point of difference arises between students and administrators, the members of the faculty, except for those directly involved in personnel administration and security, feel as remote and detached from the affair as if it were happening in

Upper Van Diemen's Land. Their attitudes generally reflect the attitudes of townspeople.

At whatever cost, the multiversities must take countermeasures to offset the effects of this faculty withdrawal. (While one could find a kinder term perhaps than "faculty withdrawal," this term seems justified by the circumstances.) All administrators everywhere must face courageously the naked fact that they themselves—and they only—must take the responsibility for student unrest and student disturbances. It is idle to point out to parents that they have given their children too much comfort, security, privilege, and not enough stern discipline. It is idle to tax an indifferent faculty with its disinterest and lack of a sense of responsibility for student welfare as long as we continue to give the richest rewards—salary, rank, recognition—to those faculty members furthest removed from the students.

It is idle even to try to tell merchants and townspeople generally that their exploitation of and hostilities toward students represent the lowest common denominator of character and intellect.

THEREFORE, WE RECOMMEND AS AN URGENT OBJECTIVE THE DEVISING OF WAYS AND MEANS TO BRING ABOUT GREATER RAPPORT BETWEEN STUDENTS AND FACULTY. WE BELIEVE THE FOLLOWING RECOMMENDATIONS TO BE WORTHY OF STUDY:

(A) SERIOUS STUDY OF REDUCTION OF TEACHING LOAD FOR THE ACHIEVEMENT OF THIS OBJECTIVE.

(B) ENCOURAGEMENT OF THE TEACHING FACULTY TO RETURN TO CAMPUS AT LEAST A WEEK BEFORE RESUMPTION OF CLASSES IN THE FALL FOR THE PURPOSE OF ASSISTING IN ORIENTATION PROGRAMS.

(C) THE ABOLITION OF CLASSES FOR ONE HOUR A WEEK FOR THE EXPRESS PURPOSE OF CREATING A FACULTY-STUDENT VISITING HOUR.

(D) THE ESTABLISHMENT BY DEPARTMENTS AND DIVISIONS OF FACULTY - STUDENT VISITING HOURS.

(E) THE CONSIDERATION BY THE FACULTY COUNCIL OF WAYS AND MEANS OF COMBATING WHAT APPEARS TO STUDENTS AS FACULTY WITHDRAWAL.

(F) INCLUSION ON THE FORMAL DOSSIER OF EACH FACULTY MEMBER A STATEMENT OF HIS TIME SPENT WITH STUDENTS.

AND (G) THE ESTABLISHMENT OF A STUDENT-FACULTY RESTAURANT OR CAFETERIA.

## 8A Rank of Professor of the University Recommended

Only by continuous visiting on a friendly basis of mutual trust and confidence can administrators and faculty members understand the undergraduates. The truism that has affected American higher education for more than a century places Mark Hopkins on one end of a log and the student on the other. This log at most multiversities is now evaluated at upwards of a hundred million dollars. Every item in the picture has to be re-assessed. The student, once thought of as the respectable image of James A. Garfield (who gave us the phrase) resembles much more closely nowadays what the

people of Garfield's day would have called a tramp or a hobo. This modern-day product of too much comfort and security avoids emulation of his elders by letting his hair grow and by letting the dirt accumulate. He rejoices in his ne'er-do-well appearance and in the grime and filth of what he calls his "pad" because he has found this sort of affectation the most powerful protest against what he regards as the conformity and materialism of his elders.

The Mark Hopkins-Garfield relationship has suffered its most spectacular deterioration, however, from the current image of Mark Hopkins' faculty counterpart. The average faculty member remains about as ignorant of social, moral, and aesthetic values as his non-college contemporaries. The extreme demands of specialization have taken up almost his entire time. He may know biochemistry and not know much of anything about human character or motivation. His own years in college—from Freshman to Ph.D.—may never have exposed him to a Mark Hopkins but only to men who seek to bend him to their own narrow image. It is quite a common experience nowadays to encounter grey-haired professors who have not the slightest concepts of the world of the arts or of society or of politics—or, far worse, have a set of values that would put to shame a Borgia or a Machiavelli.

How to improve the faculty? First of all, taking our cue from the Berkeley Select Committee on Education, WE RECOMMEND THE CREATION AND USE OF A RANK ENTITLED PROFESSOR OF THE UNIVERSITY. This rank should be accorded to those who show an awareness of "the general human significance of scholarship."

## 8B Rewarding of Effective Teaching as a Primary, Urgent Consideration Recommended

WE RECOMMEND AN IMMEDIATE REVERSAL OF THE PRACTICE OF GRANTING HIGHER RANK AND SALARY INCREASES REGARDLESS OF EFFECTIVE TEACHING. TO STATE THE MATTER POSITIVELY WE RECOMMEND THAT EFFECTIVE TEACHERS BE SOUGHT OUT AND REWARDED. These rewards should be so substantial as to make crystal clear to everyone the University's intent to reward good teaching over and above every other consideration.

All of us understand clearly the immense handicap under which we labor. Since the multiversity has practiced for fifty years a system of rewarding prestigious production, it follows naturally that most vice-presidents, deans, and administrators at all levels have been recruited from the ranks of the extreme specialists. When a president seeks a dean or a vice-president, for example, he looks for someone who has proved his productivity by publishing. Not only the president but the multiversity's information service is pleased to announce a new appointee with a long string of titles after his name. No one in the information service cares to cite a man's teaching record or to say "the new dean

has built up a reputation for common sense and sound judgment."

## 9 A Committee to Study the University Recommended

Or to state the matter in quite another way, the patient can rarely perform a successful self-diagnosis. We perceive a number of weaknesses in our rapidly growing University. We discover a continuing number of unhappy, restless students, we have observed a growing tendency on the part of large numbers of faculty members to find fault with the University as if they themselves were dissociated and remote from it and not possibly in any way to blame, and we notice a growing feeling of cynicism and discouragement among administrators, much as if they were saying, "I had a headache yesterday, I have two headaches today, and I expect three tomorrow."

Happily, we believe that Southern Illinois University has had its share of triumphs and successes even in the midst of severe trials. In our concern that it continue to follow those paths which will contribute most to the happiness and economic well being of the greatest number of people, WE RECOMMEND THAT THE PRESIDENT APPOINT A COMMITTEE OF NON-ACADEMIC PERSONNEL TO STUDY THE UNIVERSITY OVER A FIVE-YEAR PERIOD AND MAKE ANNUAL OR SEMI-ANNUAL REPORTS TO THE PRESIDENT. Believing that those most closely affected by the University may not be able to study us objectively we should like the members of this committee to be professional men, merchants, craftsmen, executives, and artists (musicians, poets, novelists, sculptors, et cetera) who can look at us objectively and tell us what improvements we need to make. We would hope public spirited citizens can be found who will serve in this capacity without pay. It is our hope that women as well as men may be named to this committee.

We should add that in our study of the role of the University in society, discussion and recommendations of this nature may well recur. Nevertheless, we wish to go on record now in favor of this sort of objective study.

## 10 A Study of all Facets of Student Government Recommended

We call attention to the response to #52 in the questionnaire, which consisted of the statement, "Student government at SIU effectively reflects student desires" and gave the students the options of agreeing, disagreeing, or stating that they did not know. (The questionnaire said "don't know" and not "don't care" as reported in the answer sheet.) Forty-eight per cent said that student government did not effectively reflect student desires, and thirty-five per cent said that they did not know. Now, if student govern-

ment does not effectively reflect student desires, what does? Obviously, no organization. How then does one discover what student desires are? Or does the vote mean that the overwhelming majority of students do not care to have any voice in University administrative affairs?

A great many more questions arise, but no answers. Is the present state of affairs the most desirable one for all parties concerned? Does a realistic look at student government compel one to the conclusion that student government exists not for the essential purpose of getting things done but for the educational purpose of providing a certain type of political-minded student with synthetic experience? All of us have become familiar with the spectacle of local boy scouts taking over city government for a day. Everyone agrees that this is great fun, and a few doubtless believe that the scouts gain some valuable experience from the project. Does student government create this same unrealistic atmosphere, in which solemn administrators permit the children to play around for a time with such important items of business as allocating student fees, after which the administrators resume their mature deliberations and make grown-up decisions?

What steps should be taken, if any, to relate the students to their government? Well, political scientists do not know what steps to take to relate more citizens to Federal Government, and hardly anyone, except a few offbeat humorists and philosophers, contends that Federal Government is not deadly serious and awfully important. Some experts in government believe that the stay-at-homes who do not bother to vote on election days contribute nevertheless to the political scene and that they say in effect, "A plague on both your houses. So long as parties conspire to promote only mediocre or downright unfit candidates, we shall show our contempt by staying away from the polls." Others, of course, deplore the apathy and stupidity of a large segment of the voting public. They say that steps must be taken to educate a large segment of our uninformed and disinterested electorate and bring it up to the level of intelligent participation.

One suggestion has been made that the student apathy toward student government has developed because of a cynical belief that the administrators will make decisions without regard to student sentiment and that nothing can be gained by an active interest in administrative matters. This cynicism extends to a similar belief that the members of student government can always be managed and manipulated by administrators.

THEREFORE, THE COMMISSION RECOMMENDS THAT THE PRESIDENT APPOINT A COMMITTEE COMPOSED OF STUDENTS, FACULTY, AND ADMINISTRATORS AND CHARGE IT WITH THE UNDERTAKING OF A THOROUGH STUDY OF ALL FACETS OF STUDENT GOVERNMENT. It is our hope and belief that such a study may result in a discovery of ways and means of bolstering student confidence and increasing student interest in its own government. It may well be that the committee should begin with a study of the meager Statutes relating to student government.

## II Independent Student

### Newspaper Recommended

Campus newspapers: During the year the Commission heard many complaints about The Daily Egyptian but very few about The Alestie. The results on questionnaire questions 56, 58, and 83, however, show less approval of The Alestie.

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dale ville

56. The campus newspaper adequately informs students of significant issues:

(1) Agree	63.7%	47.3%
(2) Disagree	29.1	30.0
(3) No Opinion	7.0	22.3

58. The campus newspaper effectively expresses student opinion:

(1) Agree	49.5	33.2
(2) Disagree	33.3	31.1
(3) No Opinion	16.8	35.2

83. University newspaper

Excellent, good, or satisfactory	83.9	66.6
Unsatisfactory	12.1	12.6
No Opinion	3.4	19.9

Both campuses have about 30% voting negatively on these two functions of the newspapers. This is a large enough portion that we recommend that the advisors to the two papers consider what might be done to improve the performance in these areas of service to the students.

It appears to the Commission that The Daily Egyptian is dominated excessively by the faculty and students of the Journalism Department. It should be possible for students who are not journalism majors to work on the paper "for fun" and to attain important posts. Business or creative writing majors could get practical experience. Probably there would be fewer "disagrees" on 56 and 58 if the papers were "student" papers, even if more amateurish.

THE COMMISSION APPROVES FOR EACH CAMPUS AN INDEPENDENT STUDENT NEWSPAPER. While we recognize certain risks that an administration takes in establishing an independent student publication — collision with public opinion — lapses in good taste — hasty and unconsidered expression of opinion — we believe the benefits outweigh these considerations.

Two other questionnaire questions support this recommendation. Number 47 shows that students favor it and Number 48 shows that they recognize that some standards or controls are necessary.

47. The responsibility for editing student publications should remain with students:

(1) Agree	80.8	69.1
(2) Disagree	10.3	17.7
(3) No Opinion	8.7	4

48. University student publications should be completely uncensored:

(1) Agree	37.3	28.0
(2) Disagree	53.0	61.9
(3) No Opinion	9.5	9.8

The report of the Student Involvement Committee of the Carbondale

chapter of AAUP suggests financial and editorial independence of faculty and administrative control.

There will be collisions with public opinion. In a free society, all sorts of opinions may be aired in print. We believe that such free utterance of opinion results finally in a wiser choice of social and political direction. The segment of the public which seeks to stifle and shut off student expression of opinion probably is the same which seeks to deny all expression of opinions different from its own.

There will be occasions when the students will be accused of lapses from good taste. The perpetual restlessness and dissatisfaction of youth with age normally promotes new

values in language and expression, new words and phrases that have as their chief virtue their confusing effect upon older people, and new customs and practices that invite the censure not only of sniveling old ladies but frequently of polite old men. Sometimes what seems like sniggering, bravado, and blasphemy to old folks appear like nothing else so much as crisp, incisive, courageous diction to the young.

Sometimes students remind the detached observer of nothing else so much as human beings. They become impatient to get on with a job of writing, and they neglect to inquire for facts. Like all the rest of us, the student journalist, unless he has been carefully trained, finds the facts confusing and would much prefer to go ahead and develop his theory. This unconsidered expression of opinion can be discovered at times in our most revered publications and almost continuously in our less respected ones. We should be patient when immature students make this sort of blunder, but we should not allow more than one blunder per student.

Even though we members of the Commission anticipate the problems we may have with independent student publications, WE RECOMMEND THEM NEVERTHELESS. For their implementation we recommend that a committee, constituted of both faculty and student representatives, be charged with the responsibility of studying the publications on their own campuses and making appropriate recommendations.

## 12A Expansion of

### Athletics Recommended

THE COMMISSION RECOMMENDS THAT THE UNIVERSITY EXPAND THE EXCELLENT INTERCOLLEGIATE ATHLETIC PROGRAM OF SOUTHERN ILLINOIS UNIVERSITY TO THE EDWARDSVILLE CAMPUS IN THE IMMEDIATE FUTURE. Although, we are aware that a committee is currently studying inter-collegiate athletics, we use this means to further enhance the program at Edwardsville. The following justifications are offered for evaluation.

1. The Edwardsville Campus now serves approximately 7,000 commuter students in a metro-east area of some 450,000 residents. There now exists a high degree of interest in athletics and two of the State's major high school athletic conferences are located in Madison and St. Clair counties.

2. There is a definite need for

more student identification with the new campus. A constructive athletic program would create more identification to and pride in Southern Illinois University. Should not the Edwardsville students be granted the same opportunities of participating in and/or cheering at athletic events?

3. Many of the area athletes are now attending the Edwardsville campus, some of whom are actively advocating inter-collegiate athletics. In our judgment, it would not be difficult to initiate a successful recruitment program for athletes, many of whom choose the universities of Illinois, Missouri, and St. Louis.

4. The natural physical resources offer advantages to initiate a program with minimum expense. For example, a "crew" could practice and compete on the Alton Lake. The natural terrain would be excellent for cross country; rifle and pistol ranges could be developed within an expanse of 2,600 acres. We are located within the national center for inter-collegiate soccer. The new high school gymnasium seating 3,500 would, undoubtedly, be available for basketball, wrestling, fencing etc. Until such time permanent facilities could be developed on campus, a golf team could use the Sunset Hills Country Club.

## 12B Emphasis upon Olympic

### Sports Recommended

THEREFORE, WE RECOMMEND THAT EMPHASIS BE PLACED UPON OLYMPIC SPORTS. For maximum student participation, these would include but not be limited to soccer, rowing, gymnastics, track and field, golf, tennis, wrestling, and basketball. Also, a baseball team would be very desirable. All other sports await a second or third phase of development.

## 13 Student Opinion upon

### Relevance of Subject

### Matter Recommended

While our students express satisfaction with the quality of instruction they are receiving and agree that the General Studies Program is beneficial (see #24, #29, and #34), they feel strongly that they should have a voice in deciding what courses should be offered (#28). WE RECOMMEND CONSULTATION WITH STUDENTS AT ALL LEVELS ON THE IMPORTANCE, TIMELINESS, AND PRACTICALITY OF SUBJECT MATTER. While student opinion on curricular problems certainly does not provide full or complete answers to curricular needs, we feel strongly that much student discontent arises from the feeling students have that much of the subject matter presented in the classroom lacks relevance. We believe that frequent, continuing talks with students would aid them in relating the subject matter of one course with another and in perceiving the necessity of long range rather than immediate goals.



## 14A Experiments with

### Curriculum Recommended

The "free" university became a rapidly growing phenomenon during the school year 1965-66, and if it continues to grow the multiversities will be compelled to take some sort of action. On many campuses, including the Carbondale campus of Southern Illinois University, students established courses on their own initiative to fill in the gaps in the regular academic curriculum. These courses became supplementary study courses for some students. A major in German, for example, offered a course in German to five students who had had previous difficulty with German. Some courses offered in the problems of Viet Nam and in civil rights became propaganda devices. No one has attempted to assess these courses or to guess at their significance. In talks with some students, we received the impression that students wanted opportunities for discussion which they did not get in the conventional classroom experience. They also liked the freedom from pressure of achieving grades. In some cases, the students had flunked out of the University, and the "free" courses gave them some sense of doing something worthwhile. So long as these non-University courses do not employ University facilities, they should be encouraged perhaps because they tell us what students want.

#### WE RECOMMEND A VARIETY OF EXPERIMENTS WITH THE CURRICULUM:

- (A) Courses which give no credit,
- (B) Courses which give no grades or credit,
- (C) Courses which yield credit but only a pass or fail grade,
- (D) Courses which consist of five or fewer students,
- (E) Courses in which two or more faculty members meet with ten or fewer students, and
- (F) Courses in independent study directed by an interdisciplinary committee.

## 14B Encouragement of

### Departments to Undertake

### Experiments Recommended

WE RECOMMEND THAT DEPARTMENTS AND DIVISIONS BE ENCOURAGED TO CONDUCT FURTHER EXPERIMENTS IN GRADING, IN NON - CREDIT COURSES, IN DIALOGUE, AND IN ALL SORTS OF INTER-DISCIPLINARY COMBINATIONS.

## 14C Alternative

### Curricula Recommended

Points of view toward subject

matter have ranged all the way from Procrustean rigidity to an almost unlimited permissiveness. Practically all American colleges and universities have established minimum requirements both as to quantity and quality, however, and the standardizing and accrediting agencies have smiled upon this uniform, minimum code. While we perceive no special advantage in setting up variable numbers of hours for graduation or varying standards of excellence, we do believe that the great variations in economic, cultural, and intellectual backgrounds suggest a number of different channels within which the students might move toward their common goal, the undergraduate degree. For example, many students prefer the sort of study of Great Books now generally identified with St. John's. Another large group might elect to take the Antioch route, withdrawing every second or third quarter from the academic battle to take up the economic struggle. Others would doubtless like something approaching the Harvard Tutorial method. We can think of no compelling reason why all students should be required to follow the same techniques in their pursuit of the degree, and we can think of a number of urgent reasons why the student should be given a number of choices. We recommend therefore the creation of a number of alternative curricula from which the student may elect that which is most suited to his needs.

## 15 A New System of

### Advisement Recommended

Academic advisement has been a whipping boy for the University ever since it was created. Probably no student who has ever failed a course has taken all the blame upon his own shoulders. "I was badly advised," he says. Fifty-three per cent on the Carbondale campus and fifty-seven per cent on the Edwardsville campus reported that advisement procedures were unsatisfactory.

From its inception, certain unfavorable conditions have prevailed in academic advisement. It has never had an adequate facility. New students have made their first contacts with University personnel in the midst of unpleasant and uncomfortable and unappealing surroundings. No advisor has had a bright, cheerful, attractive office with carpeting on the floor and pictures on the walls.

Even worse, our advisors have had to struggle against time. The great numbers of students have made fifteen or twenty-minute time schedules imperative. Circumstances have forced advisors into the role of mere registration clerks. Under these circumstances, no one has been able to make a distinguished career out of advisement. The usual reward for successful, conscientious advisement has been removal from advisement to "more important" work in other areas. If an advisor attempts to become a friend and counselor to his students, he finds himself carrying an impossible burden.

THE COMMISSION RECOMMENDS A RETURN TO ADVISEMENT BY THE REGULAR FACULTY. Under this system an incoming student would be assigned to an advisor in the area of his expected concentration. Preferably the advisor would remain the same for four years, but the assignment should be reviewed, and changed if

desirable, when the student declares his concentration.

The Commission makes this recommendation reluctantly because of its strong feeling that advisors have struggled valiantly under adverse conditions. However, the present system has not worked well. Not all faculty members can be expected to serve as advisors; rather departments should appoint those who are willing to accept work in advisement as a part of their teaching loads. The quality of performance in this work of advisement should be weighed in recommendations for salary, tenure, and promotion.

## 16 A New Plan for

### Convocation Recommended

Freshman convocation at Southern Illinois University's Carbondale campus has been a worthy and partially successful innovation since its inception in 1954. Freshmen have been required to attend weekly sessions at 10 A.M. or 1 P.M. on Thursdays to hear speeches by critics, novelists, poets, politicians, columnists, and commentators, editors, humorists, and comedians. The programs have been varied with pianists, violinists, vocalists, and orchestras. All sorts of entertainers have appeared including magicians and famous impersonators like Hal Holbrook. The objective of giving our beginning students a glimpse of what is going on in the world of intellect and aesthetics has been achieved. While student reaction has not been all that was hoped for, the great majority of students have enjoyed and approved of these weekly convocations.

The administration of these convocations has become increasingly difficult because of the great numbers. Shryock Auditorium, even with two performances in a day, cannot accommodate our present numbers of beginning students. Many thoughtful administrators have been studying the problem and have offered the following proposal, which all of us approve:

WE RECOMMEND THAT THE UNIVERSITY CREATE AN ALL-UNIVERSITY CONVOCATION SERIES of at least one major program to be presented on the Carbondale and Edwardsville campuses each month. The purpose of this series shall be to present the world's most famous artists, philosophers, writers, and representatives of culture groups to all members of the University community without requiring attendance or charging for admission.

We are aware that there is no facility to accommodate all students at one time; therefore, the convocation hour each month should be designated a "free hour." Everyone would be free to utilize this time in his own way. Publicity efforts should concentrate upon filling the auditoriums for each convocation.

This convocation series should become a "quality" series. The financial resources of both campuses should provide us with the means to attract superior individuals and groups from all over the world.

## 17 Review of

### Administrative Attitudes

### Recommended

Fifty-seven per cent of the students want no restrictions prohibiting speakers of whatever political persuasion or religious faith from appearing on the campus. We favor the continuation of this policy whenever speakers are properly invited and scheduled by campus organizations. Although we anticipate continued objections by certain segments of the public, we feel strongly that the true university must be a clearing house for opinion and that public objection affords us an opportunity to perform a service to the people by making our position clear.

We should like to stress the great immediate need of making clear to every student his responsibilities as a citizen of the University community. Primarily, the student's responsibility is to work and study. Secondly, he has the same responsibility as every citizen of the University to maintain order and decorum. Like all citizens, he must respect property and the rights of others. We should like somehow to see to it that every student has a faculty friend to whom he can go with ALL of his problems.

We should like to find ways and means of re-engaging ALL the faculty in its primary duty of serving the students and promoting student welfare. While we understand the need in a complex university for numbers of the faculty to be attending to duties off-campus sometimes for months or years, we believe the greatest rewards should accrue, not necessarily to those who do prestigious work such as publishing or serving as consultants and advisors in faraway places, but to those who teach in and out of classrooms day after day. The effective teacher who gives fully of his time to ALL student matters should not be judged by the number of articles he has in print nor by the number of books that bear his name nor by the national or international organizations which he attends or for which he serves as an officer. We do not condemn those activities which make the University appear to be nothing more than a huge promotional enterprise but we do relegate them to a place of secondary importance. In view of the continuing pressures to publish and to promote the prestige of the University in various ways, WE RECOMMEND AN EARNEST REVIEW OF ADMINISTRATIVE ATTITUDES.

## 18 Scrutiny of Questionnaire

### Results Recommended

IN GENERAL, WE RECOMMEND A CLOSE SCRUTINY OF QUESTIONNAIRE RESULTS BY ALL ADMINISTRATORS, INCLUDING CHAIRMEN. In several instances we are pleased that steps have been taken already to improve a number of situations. For a conspicuous example, the University Center Board is already functioning on the Carbondale campus.

Almost all—perhaps all—of the

University services should take a new look at their procedures and make an earnest effort to discover if they are doing as well as they can with available personnel and funds. Registration, advisement, textbook services, housing, the University Centers, the bookstores, the student work office, the health services, the University Press, and many other service agencies need to remind themselves continuously that their primary *raison d'être* is service to students. In many, perhaps most, instances the directors of these services have good reason to feel that they are functioning capably. Our question then becomes: Can you do still better?

Much student feeling is created in departmental offices and at service windows. Sometimes the student's question is countered with a question: What is your record number? Sometimes—often if we may believe student reports—the handling of student problems reduces the student to a number—an impersonal “thing.” Even when his questions are ineptly phrased, we feel strongly that the civil service worker, the student worker, or the departmental secretary has an opportunity to make the student feel that he has a place in the University community, that he is a personality with human dignity, and that he, fully as much as a casual visitor, an alumnus, or a parent, is entitled to a showing of cheerful and sincere concern with his problems.

We believe that much is “right” within the University community. We believe that the University contributes essentially to society. It is our concern to shore up the weak and vulnerable spots, to bring all members of the University to a lively sense of their interdependence, to invite soul-searching on the part of everyone concerned with university welfare.

Possibly an increased concentration upon the ordinary, daily human relationships will help us to find the answers we need.

#### Signed:

Roger Zimmerman  
William Herr  
John Paul Davis  
Kathleen Stephan  
Sharon Hanson  
John Henry  
Claude Coleman, Chairman  
J. Edmund White  
Joseph Beer  
Robert Handy  
Martha Edmison  
Irving W. Adams  
Nancy Jones  
George Mace

#### BILL OF EXCEPTIONS

While going along with the Commission's recommendation #2A, we feel that we must make a few observations of our own. We realize what the present situation is. The University is a public corporation chartered by the State and all rights and authority are vested in the Board of Trustees to be delegated as it sees fit. As a public corporation it is a subsidiary organ of the State and is granted certain rights and powers which are denied to its parent body, the State. As such it is in a position to deny to the student any and all of the rights which he possesses as a citizen of the State and of the Nation. This

places in a subsidiary organ of the State a power which is denied to the State itself. Such a case seems to be a monstrous anachronism in American society. It establishes a legal totalitarian system in the midst of a democratic society in the place where it least belongs. Such an intolerable situation has no place in a democracy and this legal anachronism should be destroyed.

Joe K. Beer  
Commission Member

Sharon Hanson  
Commission Member

Nancy Jones  
Commission Member

## Part 2

### The Role of the University in Society Recommendations

The study of the establishment and development of colleges and universities in the United States of America becomes a study of growth and expansion, hardly ever a study of decisions made to abandon a project or to give up a program already under way. Only in a few instances have educators been forced to yield an old philosophy or an old practice; almost always the new has superseded the old simply by growing faster in new directions.

As a consequence, there has been a minimum of soul searching among those involved in the processes of higher education. Colleges and universities have been ever at the vanguard of the American success story. Hardly ever has anyone or any group of persons involved in higher education been forced to admit wrong or unpopular decisions. College presidents, college boards of regents and trustees, and associations of college teachers have met with uniform, unvarying successes through the years since 1636 A.D. Those who have sought from one motive or another to put the brakes on the accelerating development and expansion of higher education have failed every time. Higher education has become a part of the American dream. People commonly say, “Without an education today you just can't cut the mustard,” “You have to have that college degree nowadays to get anywhere,” or “That status symbol—the college degree—is all important.”

The growth of American colleges and universities and the recent developments of multiversities have derived, of course, from this basic assumption of the vast majority of the American people that for one reason or another, or perhaps for a number of reasons, we must educate great numbers of our people to the limit of their capacities. We see no signs of change in this basic assumption. Even with the discords and turbulences that have erupted on campuses since 1964, the belief remains as strong as ever that a college education (or the status symbol of a college degree) represents the surest, perhaps the only avenue, to economic competence and social and cultural recognition. Hardly anyone has suggested that a young person desiring a genuine education may profitably bypass the colleges through a pro-

gram of self-study and the use of libraries.

The increasing number of non-students who now live in university communities and spend much of their time on campuses may be considered as a protest against the university “mores”—including the group requirements, the grading system, and mass techniques, but they are such a motley crew that there is great difficulty in classifying them. Among the non-students one finds not only dropouts but flunkouts. Some non-students inhabit campus communities because they wish to live in the collegiate atmosphere without collegiate responsibilities. Their ranks include both professional and amateur agitators for this or that cause. Some seek to establish themselves by stirring up students to various forms of protest. There is also the dilettante who professes to some creative endeavor in the arts—in poetry, fiction, theatre, sculpture, painting, etcetera.

A few of these non-students have taken leading parts in the establishment of free universities. More than a hundred of these free schools have been created because of avowed dissatisfaction with the subject matter and the teaching methods of the regularly constituted curricula. While most of these free schools carry on in violation of university statutes (our own Statutes clearly forbid the use of university facilities for “any purpose other than in connection with the university's regular educational or research programs”), most administrators have encouraged them on the basic assumption that “the students just might learn something.” Whether there will ever be a reliable report upon the accomplishment of these free universities depends perhaps upon the improbable event of their success and continuance.

## 19 Study of Free

### University Recommended

#19 While the Commission makes no recommendation for administrative action either in support of or against the “free university” at present operating on the Carbondale Campus, IT DOES RECOMMEND A STUDY OF THE REASONING AND THE THOUGHT PROCESSES THAT LED TO ITS ESTABLISHMENT. It is our belief that through such study we may find a way to greater student satisfaction with our established offerings. The students who attend these free classes and the “teachers” who offer the courses may have something worthwhile to tell us.

The student unrest on the Carbondale Campus has expressed itself in periodic and unpredictable protests and demonstrations. We doubt if this student unrest can be dismissed simply as the natural consequence of sickness in our society. Many sociologists and philosophers have concluded that university students are the product of an affluent and permissive society, and that, because they represent the most articulate and most sensitive segment of that society, they may naturally be expected to spearhead its discontents. While this may well be a correct explanation of what has happened and is continuing to happen, we believe that the faculty and administrative officers have the re-

sponsibility nevertheless of dealing directly with disaffected students.

## 20 Continuous Study

### of Student Sentiment

#### Recommended

#20 THE COMMISSION RECOMMENDS CONTINUOUS, UNREMITTING ATTENTION TO THESE PROBLEMS. It would be a ghastly mistake to assume that merely because we have adequate security forces to cope with any sort of student disturbance, we have no further cause for concern. Ex-President Clark Kerr stated that in his judgement the police had been brought in too quickly in the University of California difficulties of October, 1964. He felt that all avenues of discussion and persuasion should be explored before the employment of force. It may well be that the hostilities engendered by the presence of armed men will close the paths to discussion and shut off the lines of communication.

There is reason to regret the non-involvement of faculty members in all matters of difference between students and administrators. We believe that ways and means must be found for the development of friendships between faculty members and students.

## 21 Improvement of

### Faculty-Student Relations

#### Recommended

#21 WE RECOMMEND AS A PRIMARY OBJECTIVE A SEARCH FOR WAYS AND MEANS OF BRINGING FACULTY AND STUDENTS TOGETHER IN NON-ACADEMIC SITUATIONS.

## 22 Creation of Faculty

### Discussion Groups

#### Recommended

#22 IN ORDER TO ACHIEVE THESE OBJECTIVES WE RECOMMEND ALSO THE CREATION OF MANY SMALL FACULTY DISCUSSION GROUPS. While we doubt such groups should or could be brought into being by some sort of administrative fiat, we should like for deans and chairmen and other deeply concerned individuals to arrange for discussions of student life, student thought, student problems, etcetera, at luncheons, coffee, breaks, happy-time hours, and occasional evening talks.

For an example of one item about which students are not fully informed, we cite the frequent protests of students against the attitude of publish or perish. Students often believe that research and publishing projects take up faculty time which should rightly be theirs. They complain, not always justly, that faculty members do not keep their office hours, that they do not seem much interested in their classroom and laboratory assignments, that they will not accept student invitations to attend or to chaperon student social affairs, and that they spend an inordinate amount of time away from the campus.

Students feel, again perhaps not always justifiably, that the faculty member's research has little or no relation to his teaching assignment.

The development of research and the increase in the number of graduate students may have lessened the emphasis on undergraduate teaching, especially at the freshman and sophomore levels. To be sure, many prospective candidates for faculty positions have expressed a preference for graduate teaching. The reasons for this are varied and complex, but one of them undoubtedly is the administrative preference for such persons. WE DO NOT ACCEPT THE THEORY THAT THE BEST TEACHERS ARE NECESSARILY NOT RESEARCHERS, OR THAT RESEARCHERS, IPSO FACTO, CANNOT TEACH. If the truth could be known, it might well be that some of those engaged in research are also the best teachers.

The whole matter of the relationship between research and teaching is a difficult and delicate one. Every effort should be made to explain to the student how imperative it is in today's complex world to allow the faculty person time to become and to remain master of his subject. Students in a large university should not expect always to be led by the hand along the paths of knowledge. Much of the initiative must come from the students if their faculty is to serve them in the most constructive and stimulating way. On the other hand, every effort should be made not only to expose the student to the faculty's finest minds but also to foster maximum contact between faculty and undergraduate students. Such a policy is being adopted and implemented in some of America's leading universities.

## 23 Limitation of Research Projects Recommended

#23 TEACHING AND RESEARCH ARE PARTNERS, NOT OPPONENTS, AND WE RECOMMEND THAT THIS RELATIONSHIP BE KEPT EVER IN MIND.

The multiversity is obliged by the pressure of public demands to serve in many areas. The multiversity of twenty thousand or more students has expanded its services, or at least its activities, in so many directions that it reminds us of Don Quixote who, according to Cervantes, mounted his horse and rode furiously in all directions at once. NEVERTHELESS, WE FEEL STRONGLY THAT THE MULTIVERSITY MUST BECOME NOT ONLY A SERVANT OF STUDENTS BUT A PUBLIC SERVANT. Surely no one would seriously maintain that a college of agriculture should limit its communication to students. The Twentieth Century development of soil building, conservation, and crop production stems from the direct communication lines our colleges of agriculture have established with farmers.

Similarly, engineering knowledge flows directly to engineers. Medical and dental research, research in biochemistry, research in physics, and research in biology must not wait for the slow process of student education. In many other areas, notably sociology and anthropology, the public wants to know, needs to know, must know quickly whatever university persons discover.

## 24 Expansion of Area Services Recommended, Encouragement of Technical and Adult Education Recommended, Encouragement of Community Development Program Recommended.

#24 WE RECOMMEND THE ENCOURAGEMENT AND EXPANSION OF ALL THESE AREAS OF PUBLIC SERVICE, THE ENCOURAGEMENT OF TECHNICAL AND ADULT EDUCATION, AND ALL THOSE ACTIVITIES WHICH PROMOTE COMMUNITY GROWTH AND DEVELOPMENT.

Some student discontent arises from the physical bigness of multiversities. Only God could anticipate all the problems that will arise on a far-flung campus, but frequently a little more concern for student welfare would make campuses more pleasant. At Southern Illinois University's Carbondale Campus, only cross country runners can make some of the distances between classes in ten minutes. All of our students have to cross streets through heavy traffic several times a day. Most of the damage that results from planning a campus without sufficient regard to student situations has been done already on the Carbondale Campus, but overpasses and underpasses and all-weather corridors at critical points can still be constructed. After some years of living on or near university campuses, all of us wonder if architects, administrators, and campus planners do enough walking themselves. All of them including deans and vice-presidents, should yield their privileges of preferred parking. Only by living daily with the walking and parking problems that students and faculty members contend with every day can they come to a realization of the situation.

The far-flung campus with spacious landscaping may be beautiful but impractical. The rapid development of shopping centers at the peripheries of American cities and towns may suggest a more realistic sort of planning of American colleges and universities.

## 25 Committee to Meet with Architects Recommended

#25 THE COMMISSION RECOMMENDS, THEREFORE, THE CREATION OF A FACULTY-STUDENT COMMITTEE THAT SHALL MEET AT LEAST MONTHLY WITH THE UNIVERSITY STAFF OF ARCHITECTS AND CONSULTANTS TO CONSIDER ALL ASPECTS OF FUTURE CAMPUS PLANNING. We should like to have sociologists, psychologists, and philosophers serving on this committee.

All of us are deeply interested in the current study of a program of athletics for both campuses. We approve of the consultation of students, alumni, the faculty, and the public in order to discover their wishes and opinions. However, the consideration that outweighs all others, in our opinion, is student

welfare. A program carried on to provide excitement and entertainment for the sporting public may make exorbitant demands upon the time and energies of students. Sometimes the desire for victory creates undesirable pressures for coaches and students. We seriously question the wisdom of a policy that denies to athletes a full opportunity for social and intellectual development.

To state the matter in another way, we do not believe it should be any part of the university's program to develop material for professional football, basketball, and baseball.

The members of the Commission believe that a program in athletics should have teaching as its purpose.

## 26 An Athletics Program Which Emphasizes Teaching Recommended

#26 WE RECOMMEND THE TEACHING OF PROFICIENCY IN SPORTS AND THE DEVELOPMENT OF PARTICIPATION WITHIN A HEALTHY ATMOSPHERE OF SPORTSMANSHIP. We believe that this identification of good coaching with good teaching will produce a fair share of trophies and championships, but the success of the program should be judged by its development of men and women in performance and sportsmanship.

One of the knotty philosophical problems that confronts every college and university administration has to do with the amount of freedom of decision that may be extended to students. In simple realism, administrators have to face the facts that in their ability to make decisions concerning their own welfare undergraduates run the gamut from complete helplessness to complete reliability. The students may come from homes where all decisions have been made for them since infancy, or they may have been brought up by wise parents who developed their judgement slowly through the years by allowing them to make their own decisions in progressively important matters.

Only a very few private colleges and universities may evade all responsibilities for student welfare. State-supported universities, especially those with small percentages of commuting students, have to provide shelter and food services and programs of social activities. Some rules and regulations become absolute necessities. Southern Illinois University has widely differing situations on its two campuses, and what seems realistic and necessary on one campus may not apply to the other.

We suggest a rule of thumb which, we believe, will provide some satisfactions to many students and at the same time relieve the Administration of some measure of responsibility. We believe the university obligation to guide and control living conditions should extend only to under-age students.

## 27 More Freedom of Decision for Adult Students Recommended

#27 IN OTHER WORDS, WE RECOMMEND THAT

WHEN THE STUDENT BECOMES TWENTY-ONE YEARS OF AGE, HE SHOULD BE EXPECTED TO CHOOSE HIS OWN HOUSING AND TO MAKE OTHER ADULT DECISIONS CONCERNING HIS PERSONAL LIFE.

Generally speaking, we believe that the university has moved in the right directions. Research and area services have become necessary and helpful activities. The university must continue to serve the public in almost innumerable ways. Perhaps every citizen within the university's community may draw some sort of sustenance from it.

The peril that we have pointed out in all our recommendations is surely clear by this time and needs no further spelling out in detail. In almost every recommendation, we have implied that the rapid growth of the university in many directions has led to administrative concentration upon other matters than student welfare. Since 1960, for example, the need for a strong graduate program has had priority over the need for a strong undergraduate program. We have strengthened departments by bringing in established scholars. We have rewarded research and publication. We have built up our prestige nationally in the community of universities.

Without anyone's intention to do so, we have failed underclassmen in a variety of ways. In order to take care of numbers, we have created more and more large lecture sections. We have televised numbers of undergraduate courses. We have done what we have been forced to do in many situations by the pressure of numbers.

Not many of us have established or maintained healthy, continuing contacts with freshmen and sophomores. We have assumed, unwisely, that undergraduates would continue to be apathetic, docile, and uncritical. We have not taken into account sufficiently the changing attitudes and values of the children of an affluent and permissive society.

All of us, administrators and faculty, need to study the undergraduate. He is not what he once was. He may be healthier and better informed in a number of respects and also less healthy and less well informed in others. Whatever he is, we need to know him better.

It is our hope that these recommendations may point the way to understanding of these problems. There is no return to the old ways. "You can't go home again." The multiversity is a phenomenon of our times. We have to live with it and in it. We hope and believe that there are ways to make undergraduate life on the multiversity campus both happy and rewarding.

The Commission to study the role of the university in society and to study the role and participation of students in university affairs.

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